



LUND UNIVERSITY

Enforcing Child Rights Globally

Leo, Ulf; Alfredsson, Emma; Andersson, Lena; Wångdahl Flinck, Agneta; Rasmusson, Bodil; Wickenberg, Per

2014

[Link to publication](#)

Citation for published version (APA):

Leo, U., Alfredsson, E., Andersson, L., Wångdahl Flinck, A., Rasmusson, B., & Wickenberg, P. (Eds.) (2014). *Enforcing Child Rights Globally*. Lund University.

http://www.education.lu.se/images/LU_Education/sida/Enforcing%20Child%20Rights%20Globally.pdf

Total number of authors:

6

General rights

Unless other specific re-use rights are stated the following general rights apply:

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

Read more about Creative commons licenses: <https://creativecommons.org/licenses/>

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

LUND UNIVERSITY

PO Box 117
221 00 Lund
+46 46-222 00 00



Enforcing Child Rights Globally

Experiences and Reflections from the
International Training Programme on
Child Rights, Classroom and School Management

ULF LEO, EMMA ALFREDSSON, LENA ANDERSSON, AGNETA W FLINCK, BODIL
RASMUSSEN AND PER WICKENBERG (EDS.)



Enforcing Child Rights Globally

Experiences and Reflections from the International Training
Programme on Child Rights, Classroom and School Management

Ulf Leo, Emma Alfredsson, Lena Andersson, Agneta W Flinck,
Bodil Rasmusson and Per Wickenberg (eds.)

Contents

| | |
|---|------------|
| Preface | 5 |
| 1. Background | 7 |
| 1.1 The Convention on the Rights of the Child | 7 |
| 1.2 Advanced International Training Programmes (ITP) | 8 |
| 1.3 ITP – Child Rights, Classroom and School Management | 8 |
| 2. Content, Main Concepts and Perspectives in the Training Programme – an Integrative Approach | 15 |
| 2.1 The Convention on the Rights of the Child | 17 |
| 2.2 Taking the CRC to School | 18 |
| 2.3 Leadership and Change Agents | 22 |
| 3. Country Reports | 25 |
| Cambodia | 26 |
| China | 33 |
| Colombia | 41 |
| Egypt | 51 |
| Ethiopia | 59 |
| India | 65 |
| Indonesia | 71 |
| Malawi | 81 |
| Namibia | 89 |
| South Africa | 96 |
| Sri Lanka | 102 |
| Tanzania | 110 |
| Uganda | 117 |
| Vietnam | 126 |
| Zambia | 133 |
| 4. Analysis and Reflections | 141 |
| 4.1 From Local to National – Bottom Up and Top Down Approaches | 141 |
| 4.2 Analysis From Three Perspectives | 143 |
| 4.3 Reflections | 151 |

| | |
|---|-----|
| Appendix | 157 |
| I. Convention on the Rights of the Child – In Short | 159 |
| II. One Step Does Not Make a Path: The Challenges of a Change Agent | 165 |
| III. The Role of Change Agents | 171 |
| IV. Contact Details | 189 |
| V. Schedule, Impact and Dissemination Seminar 2013 | 190 |
| VI. List of Participants, Impact and Dissemination Seminar 2013 | 193 |

Preface

This book contains presentations and reflections based on the Impact and Dissemination Seminar held in June 2013 in Bangkok, Thailand with 160 participants from the Child Rights, Classroom and School Management programme of batches 8-14. A batch consists of 30 participants representing 10 countries in teams of three. Lund University has offered the programme since 2003, and it is an Advanced International Training Programme funded by Sida (The Swedish International Development and Cooperation Agency).

First, we would like to thank all the participants (change agents) who have taken part in the training programme. We are impressed by the hard work and the results that have been achieved. The participants give and gain in our global community and share experiences to enforce children's rights in education.

We would like to express our gratitude to our former mentor colleague Bereket Yebio, who retired after batch 11. We would also like to acknowledge the considerable help and support this programme has received from Annelie Hartmann, Hans Persson and Erik Norman at Sida. The programme would not have been as successful without the support provided by Andreas Bryngelson, Lovisa Nilsson, Florencia Aguilera Flores, Jessica Hansson and Richard Stenelo at Lund University Commissioned Education.

Finally special thanks to all the students, teachers and school principals of the schools we are visiting in Lund; Klostergårdsskolan, Spyken, Tunaskolan, Vikingaskolan, and Östratornskolan.

Lund, October 2013

Ulf Leo – Sociology of Law Department, Lund University

Emma Alfredsson – Lund University Commissioned Education

Lena Andersson – Faculty of Education and Society, Malmö University

Agneta W Flinck – Division of Education, Department of Sociology, Lund University

Bodil Rasmusson – School of Social Work, Lund University

Per Wickenberg – Sociology of Law Department, Lund University

1. Background

Ulf Leo, Emma Alfredsson, Lena Andersson, Agneta W Flinck, Bodil Rasmusson and Per Wickenberg

This is a book based on experiences and reflections from the Impact and Dissemination Seminar held in June 2013 in Bangkok, Thailand with 160 participants representing 15 countries. The participants are all a part of the Sida International Training Programme on Child Rights, Classroom and School Management, batches 8-14. A batch consists of 30 participants representing 10 countries in teams of three.

In this chapter we present the programme and its context. In the following chapter 2, the mentors in the programme describe the basic content areas, main concepts, and perspectives of the programme as it has been implemented. Chapter 3 gathers all the country reports from the Impact and Dissemination Seminar. Chapter 4 consists of an overall analysis and reflections by the mentors based on the objectives of the training programme, the experiences gained during the programme and the country reports in chapter 3.

A paper based on a keynote presentation by Göran Hydén is found in the appendices. Prior to the seminar, the mentors conducted a study on “the role of the change agent” that was presented at the seminar. The results from the study are also presented in a paper in the appendices. The appendices also include the Convention on the Rights of the Child, a list of participants attending the Impact and Dissemination Seminar, contact details and the schedule for the seminar.

1.1 The Convention on the Rights of the Child

The United Nations General Assembly adopted the Convention on the Rights of the Child (CRC) in November 1989. The CRC incorporates the full range of human rights for children – civil, cultural, economic, political and social rights. It came into force on 2 September 1990, after being ratified by the required number of nations. Since then 193 countries have ratified it, including every member of the United Nations except the United States, Somalia and South Sudan. The CRC consists of 54 articles (see appendix I) and two Optional Protocols containing the basic human rights that children have.

Every right contained in the CRC is inherent to the human dignity and harmonious development of every child. By agreeing to undertake the obligations of the CRC, national governments are obliged to develop and undertake all actions and policies to ensure the best interests of the child. Article 4 in the CRC also mentions that this should be the case in the framework of international cooperation as well. In order to execute most of its obligations of international cooperation, the Swedish government makes use of the Swedish International Development Cooperation Agency (Sida).

1.2 Advanced International Training Programmes (ITP)

As part of its bilateral development assistance, Sida offers Advanced International Training Programmes (ITPs) of strategic importance to social and economic development in the participants' countries. The overall aim of these Sida ITPs is to contribute to capacity development and processes of change in developing countries by offering training to key persons. The ITPs are specially designed for persons qualified to participate in reform processes of strategic importance on different levels and who hold a position in the home organisation with the mandate to run processes of change. In a long-term perspective, the programmes should contribute to institutional strengthening and capacity development in the participants' countries. Currently (2013), Sida is conducting some 50 training programmes.

1.3 ITP – Child Rights, Classroom and School Management

In 2003 Lund University Commissioned Education was given the task, after a public tender, to create and administrate an ITP programme on Child Rights, Classroom and School Management following the provisions and principles contained in the UN Convention on the Rights of the Child (CRC), Sida's position paper "Education, Democracy and Human Rights", 2001, and other internationally ratified instruments in the areas of child rights and education. The programme was intended for target persons holding a position from which they could initiate processes of change in their home countries. During the years 2003-2009 the ITP on Child Rights, Classroom and School Management was arranged 11 times (11 batches) with 330 participants completing it. Most of them are still working for child rights in their countries and have formed national and regional networks. The programme has also been conducted three times in French for West Africa. In a new procurement process in 2010, Lund University Commissioned Education won the contract for arranging the programme

twice a year 2010 – 2012 with an option for another two years. The options won approval in 2012; thus the global programme will continue until 2014. Another option, to conduct the programme in French for West Africa and Spanish for Latin America, has won approval as well and these programmes will start in 2013 and 2014.

In line with the international community of development cooperation, the new contract had a results-based management (RBM) approach with more emphasis on capacity building and organisational development than the previous tender. The rights to, in and through education have been the guiding principles throughout the Child Rights, Classroom and School Management programme, but the objectives have been rephrased in the new tender. The overall objective from a development perspective is *“to improve participating countries’ capacity to offer and ensure everyone’s right to relevant and qualitative education /.../ that creates opportunities for all, regardless of background, to participate in community life as active and informed citizens”*. The programme objective to be achieved at the end of the contract also remains more or less the same as for the previous contract; that *“changes will take place that contribute to the realisation of the intention of the Child Rights Convention in policy as well as in practice”*.

With the results and experiences from the first contract and 11 batches as a base-line, some changes were made by Lund University and Sida in order to make the programme more focused on quality assurance for sustainable results. The structure of the programme was changed from three phases to five and a fourth week was added to the phase in Sweden. Thus, the ITP programme running for 1.5 years has the following structure:

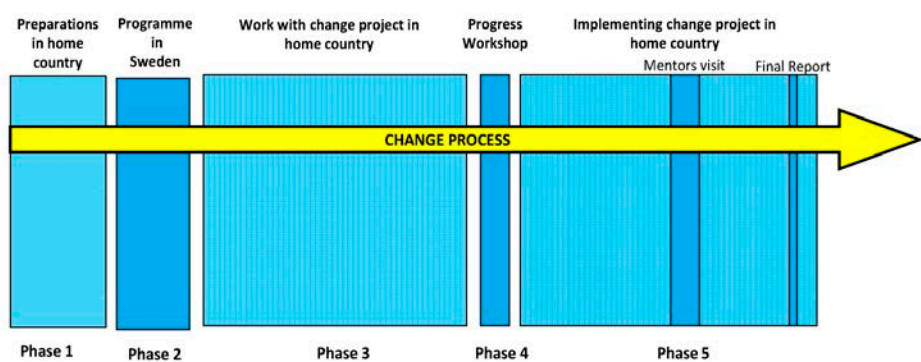


Figure 1: Structure of the Child Rights, Classroom and School Management (1.5 year)

Another new element was the systematic monitoring of the change projects as well as the programme. In the new contract, all project reports are published in a book for each batch. So far four books of “Change projects from the International Training Programme Child Rights, Classroom and School Management” have been distributed.¹

1 www.education.lu.se/sida/child

1.3.1 Change Processes

The Child Rights, Classroom and School Management programme was one of the first International training programmes funded by Sida with a clear emphasis on change. One of the key elements in the programme is to initiate and support change processes in the participants' home organisations and countries. Participants in the programme form teams of three people from each country, usually from the same region. Moreover, they represent different levels (local, regional and national) in the education system, which anchors the change processes on a broad front and creates the prerequisites for supporting structures and sustainability of the initiated projects. In cooperation with previous participants, Lund University has developed selection strategies for each country in order to recruit participants with the interest and capacity to fulfill their participation in the programme. The strategies formulated are also aimed at creating good conditions for networking, forums where the change agents can exchange experiences and support each other. In most of the countries involved, there are now active national or regional networks of former participants that work together in change processes for CRC in the education sector. An important aspect throughout the programme is the opportunity to compare and share experiences with participants from other countries. To "Give and Gain" is one of expressions repeatedly used in the programme to encourage and emphasise this sharing of experiences and knowledge.

In order for the training programme to contribute to desired changes, participants need to acquire an understanding of the child's situation, the background of the UN Child Rights Convention and children's rights in, to and through education. Tools to initiate and/or lead changes that make the participants' respective organisations better able to implement and comply with the CRC and other relevant human rights instruments in the educational field are also required. The programme must therefore supply both background knowledge and an understanding of the content of the CRC and other relevant international conventions and instruments as well as tools for capacity development and organisational change. In this way, participants can connect theory and practice and be able to translate knowledge into practical everyday work. As a result, participants can function as agents of change – "*change agents*" in their domestic contexts. So far, from batch 1 to batch 19, 570 change agents have participated and the training programme has initiated close to 200 change processes in the 26 participating countries. Most of the change agents are still active in the field of education, working for change in line with the CRC.

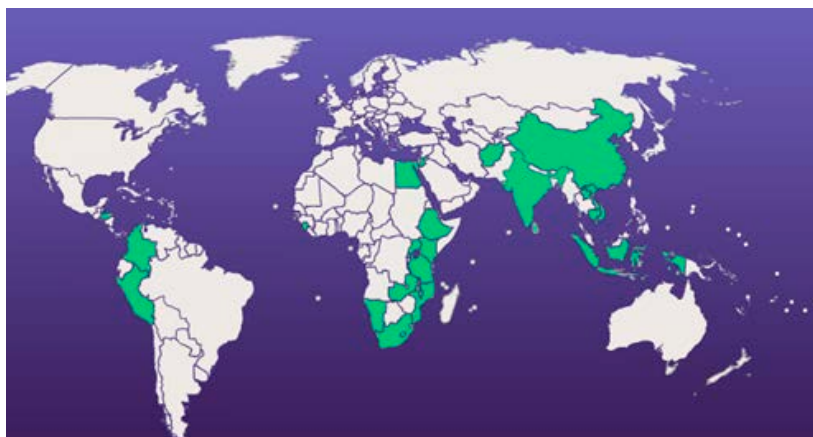


Figure 2: Countries with change agents and initiated change processes as a result of the Child Rights, Classroom and School Management programme

There is now, after 10 years, a critical mass of CRC change agents, unique active national networks and thus plenty of results of sustainable change processes initiated in most of the participating countries. However, change takes time; in order to secure the sustainability of initiated change processes, strengthen the networks and community of global CRC change agents further and to monitor the results, it is important to gather participants after they have finished the programme.

1.3.2 Impact and Dissemination Seminars

In order to ensure an effective implementation of the CRC in the education sector through the international training programme, tools to measure or assess the impact of the training programme were needed. Thus, Sida decided in December 2007 to support a follow-up of the first 5 years of the training programme, through an Impact and Dissemination seminar for the change agents that participated in the first seven batches of the Child Rights, Classroom and School Management programme. In January 2009, Lund University and Sida successfully carried out such a seminar for 160 change agents. The purpose was to monitor the impact of the Child Rights, Classroom and School Management programme, enhance networking, follow up, disseminate and implement good practices, to support ownership and sustainability of project and change processes, and introduce a broader perspective, new research and policies on CRC. Following this seminar, each country team submitted a post-conference paper as a result of their work in the seminar. These chapters were edited and compiled in a book “Taking Child Rights Seriously”² together with reflections from the first five years of the ITP by the mentors teaching on the programme. The book has been distributed to stakeholders and to a wide range of other actors. Another important result from the Impact and Dissemination Seminar 2009 was the national and regional networks of CRC change

2 Wickenberg et al (2009) Taking Child Rights Seriously. Media-Tryck: Lund University

agents that the participating countries formed and developed. As mentioned before, most of these networks are still actively working together for CRC in education on different levels in their country.

Following outcomes from the 2009 seminar and in order to contribute to improved monitoring of results, Sida decided in 2012 to give continued support to a second impact and dissemination seminar for batch 8-14 of the training programme. The main purposes of this seminar were to:

- further enhance participants in their role as change agents
- collect the results and impact of the training programme at national level
- build on the earlier results from Impact and Dissemination Seminar 2009.

In total, 160 change agents from 15 countries participated in the Impact and Dissemination Seminar in June 2013 (see list of participants, appendix VI). All of them had completed the Child Rights, Classroom and School Management programme and were still working with implementation of the CRC with support from their home organisation. Moreover they had submitted a preconference paper with a summary of their initiated change project, status of the project today as well as results and effects (expected and/or unexpected on the organisational, regional and/or national level). All these papers were compiled and printed as a pre-conference document and accessible to all the participants of the seminar.

Building on experience from the first Impact and Dissemination Seminar, the second one had a stronger emphasis on participation and the change agents were more involved. There were sessions by Lund University as well as invited keynotes and participants covering the role and challenges of change agents, networking, process of good practices, CRC in a global perspective etc. (see appendix V). Considerable time was set aside for the change agents to meet in country groups to discuss and analyse the results, sustainability and way forward for the collected change processes in their country. On the basis of the preconference papers and all inputs and discussions during the Impact and Dissemination Seminar, each country team wrote a country chapter, presented in this publication in Chapter 3.

The participants evaluated the Impact and Dissemination Seminar 2013 and the result of this evaluation shows that the outcomes that were planned for have been achieved. The change agents have learnt from each other and been inspired to continue to work with their initiated change processes for CRC in the education sector. Many comment that the most important thing was to meet and exchange successes and challenges with change agents from different contexts who have initiated change processes similar to their own. The seminar has strengthened the participants' identity as change agents and at the same time revealed that they are all a part of a global community of CRC change agents, batch 1-21, working for the same results. The importance of commitment and establishment of national networks for changes to be sustainable and reach national impact level was also stressed in the answers.³

3 Evaluation Impact & Dissemination Seminar, Lund University Commissioned Education June 2013

1.3.3 The ITP at Lund University

The ITP on Child Rights, Classroom and School Management has been given by Lund University Commissioned Education for ten years. Since 2003 there has been cooperation between Lund University and different universities and organisations in the participating countries within the programme. Stakeholders benefit from the fact that this programme is given by Lund University in different ways:

- **Participants and their organisations** – The academic approach offered by Lund University challenges the participants' way of thinking. When asked about this in the participants' evaluation, the change agents mention critical thinking, interactive approach, problem solving, ability to reflect, empowerment and monitoring as important lessons for their change processes.⁴
- **Sida ITP** – In this programme Lund University Commissioned Education has, in line with Sida's guidelines, created efficient methods for quality assurance to ensure the preconditions for capacity building and organisational development. These methods have been implemented in other ITPs.
- **City of Lund** – This programme is also an example of a qualitative and longstanding cooperation between Lund University and the City of Lund through systematised school visits to local schools. Another outcome is exchange and collaboration between schools in Lund and schools in the participating countries.
- **Students and staff at Lund University** – Over the years students from Lund University have carried out several Minor Field Studies in different schools and organisations of the change agents in the participating countries. Also, professors and lecturers from the Faculty of Social Sciences, together with the lecturer from the Faculty of Education and Society at Malmö University share their experiences from the programme with students and colleagues. Thus, the ITP on Child Rights, Classroom and School Management is a great example of internationalisation at Lund University.

With the present publication, Lund University disseminates the results and reflections from the Impact and Dissemination Seminar in June 2013 as well as the experiences of ten years of the ITP on Child Rights, Classroom and School Management.

4 Ibid.

2. Content, Main Concepts and Perspectives in the Training Programme – an Integrative Approach

Ulf Leo, Emma Alfredsson, Lena Andersson, Agneta W Flinck, Bodil Rasmusson and Per Wickenberg

The overall objectives and goals created the framework when we planned, designed and decided on how the content of the programme could best be presented to the participants. As mentioned in chapter 1, the objectives and goals were rephrased between batch 11 and batch 12 when the new contract started. Some changes were made in the programme, but with the same purpose: to give participants the prerequisites to initiate change processes in their countries that will contribute to the realisation of the intentions of the CRC in policy as well as in practice.

Both the old and the new overall objectives can be divided into two parts, of which the first focuses on the importance of the countries' capacity to offer and ensure education for all in order for the population to be active and participative citizens. The second part of the overall objectives focuses on the quality and relevance of the education; it should be safe, secure, inclusive etc. Thus, understanding and introducing participatory rights-based, learner-friendly and gender-sensitive approaches to teaching as well as learning is central. The focus of the goals is on increasing knowledge and developing skills, methods, understanding and attitudes in favour of rights-based educational work at classroom level, regional level as well as at country level.

From the objectives, goals and content, three main areas were distinguished: Child Rights Convention (CRC), Child Rights in Schools & Teaching/Learning Processes and Leadership/Change Agents, represented by a triangle in figure 1 below. We realised at an early stage that the three areas had to be presented in an integrated way right from the start. The most integrated part of the programme is, of course, the change processes that the participants in their respective teams initiate in their countries. Figure 1 below shows how the content of the programme presented in an integrated way (the dotted line) is framed by the objectives and goals. Another way of experiencing the integration

of the three areas is the planning of the school visits, in Sweden as well as in a “third country”, during the progress workshop. The school visits are planned together with the principals, who also participate in the follow-up workshops.

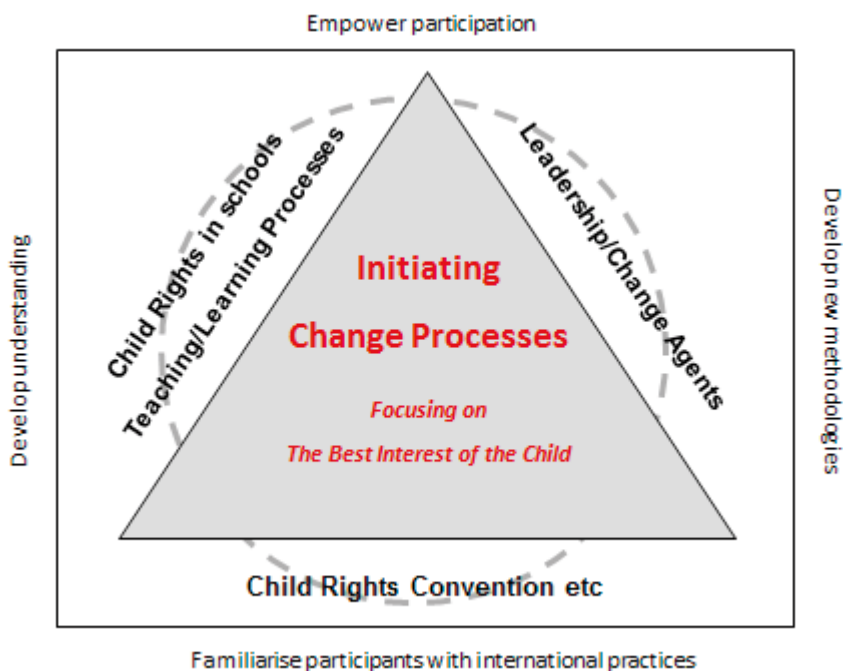


Figure 1. The content of the programme presented in an integrated way (the dotted line) framed by the objectives and goals.

The rights to, in and through education are the guiding principles in the Child Rights, Classroom and School Management programme, which is based on a child rights approach. The training programme stimulates the transformation of conventional top-down approaches into participatory rights-based, learner-friendly and gender-sensitive approaches to teaching and learning. The second phase of the training programme takes place at Lund University in Sweden and consists of four weeks of intense training. This is when the content of the programme is presented to the participants during lectures, study and school visits and different group work. In the following phases, participants use the newly acquired knowledge to initiate their change project. The methodologies used during the training in Lund and during the follow-up workshop are adapted to the content; this will be explained below together with a more detailed account of the three main areas.

2.1 The Convention on the Rights of the Child

Besides basic knowledge about the content, main principles and implementation of the Convention on the Rights of the Child (CRC), this part of the programme offers many opportunities for the participants to test and discuss their own understanding and interpretation of CRC in relation to different cultural contexts and above all their own experiences. A variety of methods are used, such as short lectures mixed with workshops and group discussions, role plays and case studies.

Exploration of the content of CRC takes its starting point in article 1 and the holistic view upon the Child reflected in the CRC. The task for the participants in the first workshop, on this theme, is to make a description of a child in each of the participating countries. The question is: *What is it like to be a schoolchild in your country?* Describe an ordinary day for this child. What happens from the moment he/she wakes up in the morning until he/she goes to bed? What is he/she doing? Which people will he/she meet during the day? Problems and joy...

The aim of this workshop is to continue and deepen the poster presentations (done by country) during the first day, give an opportunity for the teams to start working together and to introduce the child-centred approach contained in the CRC. Another workshop aims at discussions on definitions of the Child. The participants are asked to give their definitions without using the concept of age. These discussions are an entry point for further exploration of different views upon children, e.g. vulnerable, weak or competent. It opens up opportunities for reflection on how the CRC could be interpreted and implemented in different cultures, the values included in the CRC and how they are understood by different actors such as teachers, parents and decision-makers.

Further exploration of the content and meaning of the CRC as a whole takes its point of departure in the 3 Ps: *Provision* (access to food, healthcare, education, social security); *Protection* (from maltreatment, abuse, neglect, all forms of exploitation) and *Participation* (having the right to act, be involved in decision-making). This is a frequent categorisation of the content of the CRC, especially used by Eugene Verhellen⁵. A workshop on the 3 Ps starts in the following question:

What do you think about the relationships between these three concepts? Over the ten years we have mainly stuck to the 3 Ps as a simple way of making this UN Convention as clear and pedagogical as possible for all our participants.

We have also had great use of the *Implementation Handbook for the Convention on the Rights of the Child*⁶. Besides the 3 Ps, we always highlight the *four basic principles* formulated by UNICEF – *article 2* (non-discrimination), *article 3* (the best interest of the Child), *article 12* (right to participation) and *article 6* (right to life and development) with our main focus on article 3, 6 and 12. In working with article 3, the groups get an assignment to construct and present a case showing (in role plays) conflicting interests

5 Verhellen, E. (2000) *Convention of the Rights of the Child: background, motivation, strategies, main themes*. Leuven: Garant

6 Prepared for UNICEF by Rachel Hodgkin and Peter Newell (UNICEF 2002 (Fully revised third edition, September 2007))

that could be actualised in application of this article into practice. Roger Hart's *Ladder of Participation*⁷ is used as a tool to deepen the understanding of children's participation and to share experiences between countries. Rights versus Responsibilities is another theme worked on through a case study illustrating different perspectives (children, teachers/adults) on a conflict between the school council and the principal/teachers.

Article 6 is given a special focus in a workshop about the meaning of key concepts on child development – risk factors, protective factors, vulnerability and resilience⁸. Presentations from this workshop create the foundation for further discussions and work on concepts like respect and positive discipline.

Work on the CRC continues with some broad outlines and reflections on the traditions of UN and International Conventions, the origin, development, and present status of Human Rights, Education for All (EFA, 1990), Millennium Development Goals and the main ideas and monitoring systems behind, in and under the CRC. Special attention is paid to the responsibility of the State.

All the issues mentioned are closely connected to the objectives and goals of this ITP. The participative dialogue between teachers-facilitators-mentors and the participating change agents is also there from the very first day of the training programme – and even before their arrival in Sweden.

2.2 Taking the CRC to School

The Right to a Relevant, Qualitative and Inclusive Education

The second side of the triangle in figure 1 is about taking the child, together with the CRC, to school. We start by asking the question; why should we have the CRC in schools? Article 28, the right to education, and article 29, the aim of education, are discussed in relation to the current status of education with reference to the millennium development goals. This adds up in a common vision, that all children should have the right to a qualitative and relevant education. The concepts are discussed and elaborated in a workshop based on questions like “what is qualitative education?” and “what is relevant in different contexts?”

The concept of inclusive education is problematised and one of the definitions used is from UNESCO⁹ where inclusion is seen as a process of addressing and responding to the *diversity of needs of all* learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. We hold a workshop to conduct a situation analysis based on the current situation for a child in a specific context in the different countries. What are the barriers and what are the

7 Hart, Roger A. (1992) *Children's Participation. From Tokenism to Citizenship*. Florence: UNICEF International Child Development Centre.

8 Montgomery, H.; Burr, R.; Woodhead, M. (2003) *Changing Childhood. Local and Global*.

9 <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/inclusive-education/>

supporting structures surrounding the child to get a qualitative, relevant and inclusive education?

Teaching and Learning Processes

The training programme stimulates the transformation of a conventional top-down approach into a participatory rights-based, student-friendly and gender-sensitive approach to teaching and learning. To initiate and support the change processes taking place inside schools and classrooms, the following are some of the issues that this content area focuses on. By using strategies from our international “tool box” and participatory methods such as group work, discussions, performances, role plays and games, we dig into the focus areas and try to implement a universal culture of Child Rights in our different school systems.

Rights-Based Approach

The opposite of the conventional top-down approach is a student-centred approach which indicates a paradigm shift in the relationship between the teacher and the student. The teacher needs to have didactic competence, good subject knowledge and to be skilled in the “art of teaching”, i.e. to select, adjust and communicate relevant content towards clear learning objectives through a wide repertoire of teaching methods. He or she needs competence in leadership, in how to manage and organise classrooms and gradually transfer responsibility to the students. Further on, a teacher needs competence in relationships; to be able to build social relations and to meet the needs of every individual student. The student should be an active and democratic participant in the learning process, aware of his or her rights, acting as a present citizen.

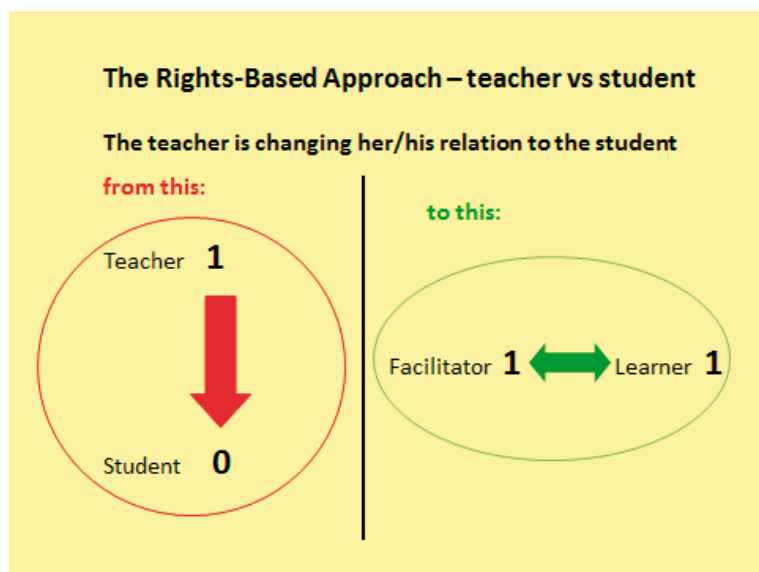


Figure 2. Rights-based approach – the teacher and the student

This rights-based approach may also enhance teacher capacity, morale and commitment. Negative attitudes may be altered through the practice of conflict resolution, democracy, tolerance and respect in the classroom. Many countries have developed handbooks and definitions of positive discipline, which recommend that disciplinary action be relevant to the misbehaviour, proportional to the offence, focused on correcting the behaviour, not humiliating the student and aimed at rehabilitation, not retribution¹⁰. By starting to discuss positive discipline in a broader perspective which includes different contexts of values in society, we then enter the classroom. From there on we discuss relevant action plans for promoting respect in schools and classrooms.

The Classroom as a Micro Social System

Teaching and learning processes appropriate to the student's developmental level, abilities, and learning style promote effective learning. The recognition of a classroom where teaching and learning are a part of a complex and largely invisible socio-emotional flow makes it easier to understand how good relations and stable social bonds require good communication between teachers and students, and why gender equality is a must to raise students to their full potential¹¹. By sharing ideas and understanding within and between countries, we raise the topic and learn from each other.

The Concept of Knowledge

Social constructivism emphasises that learning takes place through interaction with other students, teachers and the world at large. Vygotskij¹² emphasises the importance of social interaction in learning. The students learn together within their socio-cultural context. These developmental theories pay attention not only to what the student has already learnt, but also to the importance of leading the student towards the next developmental stage. The zone of proximal development is a well-known concept by Vygotskij and includes activities like scaffolding and coaching. To fully develop our students, the teacher needs to use cooperative teaching and learning methods¹³ that include problem-solving strategies and develop critical thinking.

From the Curriculum for the Compulsory Swedish School System¹⁴ we analyse the four representations of knowledge: experiences, understanding, skills and facts, and use them as a framework for discussions on productive teaching.

10 Alternatives to Corporal Punishment, Creating Safer School Series. Volume 1. Kampala: Makerere University,

11 Scheff, T. J. (1990). Micro sociology: Discourse, emotion and social structure. Chicago: The University of Chicago Press

12 Vygotskij, L. S. (1978). Mind and society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

13 <http://serc.carleton.edu/introgeo/cooperative/techniques.html> 2013-10-15

14 Skolverket (2011). Curriculum for the Compulsory Swedish School System, the Pre-school Class and the Leisure-time Centre, Lgr 11. Stockholm

- *Experience* – The student enters class with informal knowledge of a concept or subject. Teaching can start from the informal knowledge level and the student's experiences.
- *Understanding* – The students need to articulate their thoughts and develop cognitive structures. The teacher needs to listen, ask open-ended questions and challenge them by extending their vocabulary.
- *Skills* – Every subject has its own vocabulary. The different signs and symbols require time and practice to become part of a student's language.
- *Facts* – The transition from informal to formal knowledge is an ongoing process of broadening concepts, exploring linguistic structures and fixed expressions.

The Swedish School System and School Visits in Sweden

One of the objectives of the programme is to familiarise participants with Swedish and other international practices at the school and classroom levels in relation to democratic principles and human rights. Issues concerning school governance and relations between national and local levels are discussed. The Swedish school system is explained through topics like decentralisation, steering documents, organisation of the school, responsibility of school principals and teachers and the Swedish system of school assessment, e.g. how to assess teaching and learning through systematic evaluations, student grading, and national inspection.

After the more theoretical discussions, it is time to meet Swedish children, teachers, school principals and other staff and stakeholders in the Swedish schools. The school visits serve as a way to understand how theory and practice can go hand in hand, how children's rights are implemented in Swedish schools in different ways. It is through the school visits that we integrate the different parts of the programme to give the participants an opportunity to experience how theory meets practice in a school and classroom context.

We have three school visits during phase 2 in Sweden. In groups, we visit four elementary schools, Klostergårdsskolan, Tunaskolan, Vikingaskolan and Östratornskolan, twice and the whole group visits the upper secondary school, Spyken. The participants prepare the school visits by putting on "CRC-glasses" as a symbol of taking on a special child rights-perspective while observing relations and communication in the schools. There is also special focus on important aspects like participation, inclusive education, democratic values, critical thinking and gender. In the second school visit at the elementary schools, we also add a special focus on leadership issues. After the school visits we follow up the observations to get a better understanding of how and why CRC is implemented as it is in Swedish schools, and what the challenges are or could be in all our countries.

2.3 Leadership and Change Agents

The third area of the triangle (fig 1) represents the area of *leadership*, a concept not found in the title of the programme, which is Child Rights, Classroom and School Management. However, to strengthen and focus on the importance of stimulating a more participatory approach, the concept of leadership is introduced to replace the concept of management. In most literature and research on management and leadership, the concept of management represents a more structured, administrative, and profit-focused approach while the concept of leadership represents a more flexible, innovative, and participatory perspective (Yukl, 2012)¹⁵. Other researchers define the meaning of the concept of management in terms of being an authoritative relationship that exists between a manager and subordinates for the purpose of producing and selling goods and/or services. Leadership, on the other hand, is defined as being a multidirectional-influence relationship between a leader and a follower with the mutual purpose of accomplishing real change. Considering this, the use of the concept of leadership seems to be more appropriate.

We use leadership in a very broad and general sense as we want to include a variety of levels in the area of education from ministries to classrooms, covering all kinds of people ranging from ministers to students. A leader in this sense is anyone acting together with a group of others in order to reach a jointly agreed purpose or goal, independent of age, level, or position. This means that teachers and students are included in this understanding of leadership, as are administrators at the national, regional, or district level. For students, this approach to leadership is one of the aspects of citizenship training, which is a highly prioritised area for students to be able to cope in the future.

Another aspect of leadership that we also want to cover is project leadership or leadership of initiating, implementing and running change processes. All the teams participating in this programme initiate their own change projects/processes in their countries of residence. This is a challenging task, partly because all of the team members are already working full-time and partly because it takes a thorough and specific understanding of leadership to convince authorities and colleagues of your own ideas of a change process and to realise the ideas in a sustainable process. Commitment and dedication are necessary ingredients in project leadership, but will not reach all the way. There will be use for other capacities as well, like analysing target groups and stakeholders, identifying useful partners, creating workable teams, and communication skills.

The main idea behind the third area in focus is to create an *understanding* of the concept of leadership and its implementation in the specific context that this programme creates. To create this understanding, the theoretical base is the outcomes of research carried out mainly within behavioural sciences. Research from other areas such as economics and social sciences is not used as it has other perspectives and aims at more macro levels of society. In today's working life, it is not enough to know only some specific dos and don'ts about leadership. When there is a full understanding, the ac-

15 Yukl, G. (2012) *Leadership in Organizations*. Upper Saddle River: PEARSON

tual leadership behaviour will be adjusted and adapted to specific situations, specific contexts, specific team members, and specific personalities. Based on the framework of the programme, mainly the time limit, one main aspect of leadership is selected for the days in Sweden, and that aspect is the *Space of Action*. As it is of vital importance for a leader of today to be pro-active, to be in the front, the leader has to know his/her Space of Action, which is why Space of Action is focused on as the main issue of this part. Specifically, the team members of this programme from now on have to add new responsibilities on top of the responsibilities already inherent in their full-time positions. Space of Action is discussed first in terms of how to identify it and then how to expand it.

Identifying the Space of Action is necessary to understand the objective degree of freedom. The discussion of the ways of expanding the Space of Action highlights the importance of fully understanding the concepts and uses of power, group dynamics, as well as empowerment and delegation.

The base of the triangle, the Rights of the Child, is the base of the leadership part of the programme as well. Implementation of the Rights of the Child in the educational context is the leadership part throughout the framework. The second area in the triangle is also used as a contextual background as an integrated approach has been chosen. Other important contexts for the leadership part are the public sectors of the respective ten countries. (Almost all the participants represent the public sector; very few come from the private sector.) All the team members contribute examples, challenges and issues from their own workplaces, examples that all participants could learn from.

As to methodology for the leadership part, it is important to plan for the usage of participatory methods, which in themselves are examples of the areas covered. Besides a few more traditional lectures, always accompanied by discussions and questions, a variety of methods are used. To understand the importance of various opportunities to expand your Space of Action, you have to work in a way that will enable you to experience the feeling of being successful in implementing these opportunities. To understand group dynamics, you must have the experience of group dynamics, the feeling of the processes of the life of a group. Thus, different cases are used, some from literature and some from experiences of lecturers and/or participants, role plays and activities, to start group dynamic processes. All the activities are always followed by debriefing and discussions.

The book *Leadership in Organisations* by G. Yukl (2012) is used as course literature for this part. This book is used within some of the Human Relations programmes at Lund University and highly valued by students. Besides being up-dated with research results, this book is also presented in a very pedagogical way, which is appreciated by the participants. Certain chapters or parts of chapters are selected as background for the different aspects covered. All the chapters cannot be covered, but the participants are instructed in how to use this book on an individual basis or in groups at their workplaces. A number of research articles, most of them very new, from various data bases are also used.

Integrated Approach

As lecturers, our experiences from the public sector in Sweden as well as in the participating countries also give important input to discussions and sometimes provide useful cases for group work. The content, structure and methods of the programme have developed from batch to batch over the years. The three main areas have been more and more integrated the longer the programme has been running. Still, the content and the objectives are the same and all change agents from batch 1 up until today would recognise the programme.

3. Country Reports

In this chapter the change agents who participated in the Bangkok seminar reflect on their work with the process of change from a country perspective. Before coming to Bangkok, each *team* prepared a written pre-conference report which included a short summary of the focus of the project, the status of the project, all results as well as the effects of the project. The pre-conference papers served as a starting point for discussion and analysis of the process of change from a *country perspective*. The country reports were written during the conference and presented on the last day of the seminar as well as here in this chapter.

Cambodia



Cambodia has its first team in batch 12 (2010) and in total 5 teams and 15 change agents in batches 12-18. The follow-up seminar 2013 is focusing batches 8-14, where *Cambodia* has 2 teams and 6 change agents.

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 12-18 | Change Projects in Batch 12-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|--|--------------------------------|---|-------------------------------|-----------------------|
| National | 6 | 3 | 2 | 0 | Ministry of Education |
| Region/Province/District | 8 | 2 | 3 | 2 | Teacher Training |
| Local | 1 | 0 | 1 | 0 | |

The Child Rights Programme has been implemented in the north and in the center of Cambodia. In Stung Treng Province at the Regional Teacher Training Center has the change work focused on *participation* and in Phnom Penh at different departments in the Ministry of Education, Youth and Sports (Curriculum develop department, Early Childhood department and Teacher training department) has the change work mainly focused *implementation and sensitization of CRC* in general and *participation* in particular.



| | |
|---------------------|----------------------------------|
| Area: | 181,035 km ² |
| Population: | 14,952,665 (est. 2010) |
| Capital: | Phnom Penh |
| Independence: | 9 November 1953 (from France) |
| Official languages: | Khmer |

Cambodia Post Conference Report

Chheang Chhon, Phally Ngoun, Vongsy Seuy, Bopharam Vann, and Rommny Vann.

Frame of Reference

The Kingdom of Cambodia is located in Southeast Asia, and shares its borders with Vietnam, Lao and Thailand, 440 kilometers of coastal border is facing the Gulf of Siam. Cambodia is one of the poor countries in Asia because of a civil war which lasted for many years. Almost all infrastructure and important buildings such as schools, pagodas were destroyed. The combined effects of executions, forced labor, malnutrition, and poor medical care caused the deaths of approximately 25 percent of the Cambodian population. This is the reason that we lack of human resources, especially teachers until now. We had to start from zero.

After the country gained peace organized by the United Nations in 1992, it had its first national election in 1993. There were many issues for the new Government to solve; especially poverty and human rights were important issues that had to be dealt with. In 1989, the Convention on the Rights of the Child (CRC) became the first legal binding international convention to affirm human rights treaty in the world. The Royal Government of Cambodia has shown a strong commitment to protect and promote the rights of the child. In 1992, Cambodia became a party to the Convention and has ratified both its optional protocols. The National Education scheme of Cambodia focuses on the development of children in all aspects of qualities, both mentally and physically. In order to achieve these objectives, schools need to accomplish many tasks. They are obliged to develop a spirit of self-confidence, self-reliance, responsibility, solidarity, national unity and patriotism within their students. Schools must implement positive attitudes of respect for the law and human rights.

Since 2001, school enrollment has been free for every student from grade one to grade nine. This is to ensure that all children, especially children who are from poor families in the rural areas, can start school at the age of six and receive basic education (grade 9) by 2015. In May 2004, Cambodia along with other countries from Southeast Asia agreed to promote and develop Child Friendly Schools as an effective way to achieve the goal of Education for All (EFA). It is essential to create school environments that nurture the well-being of every child. At present, the Ministry of Education Youth and Sport (MoEYS) is encouraging primary schools and high schools to establish student councils at every school in the entire country. One of the stakeholders to this programme is The Child Right Foundation, a local Cambodian NGO, founded in 2000 based in Phnom Penh. The organization collaborates closely with MoEYS. The Child Right Foundation had visited all Teacher Training Colleges (TTC) in the country and has delivered demonstration lessons and lectures for pre-service teachers and in-service teachers. The staff is about 32 persons who have all been selected for their Child Right

experiences in other NGO's or in teaching. They provide the TTC with free material and manuals about CRC.

In May 2010, Cambodia attended the Advanced International Training Programme on Child Rights, Classroom and School Management in Sweden for the first time (batch 12) and came home with three Change Agents of CRC ready to work for our country; Nguon Phally, the director of Provincial Teacher Training College (PTTC) in Kampong Thom Province, Vann Rommny, a teacher trainer of Regional Teacher Training Center (RTTC) in Stung Treng and Seng Sopheak, a teacher at Pochentong Junior High School in Phnom Penh. Their project site is in Stung Treng province at the Regional Teacher Training Center (RTTC). The aim of their project is to focus all three Ps (provision, protection and participation) as general knowledge to all teachers and teacher trainees. The main target group is the teacher trainees, but the project encourage teacher trainers to raise awareness on CRC and focus on their important role as rolemodels for the teacher trainees.

In May 2011, another Cambodia Team participated in the programme (batch 14); Mr Chhon Chheang, Vice Chief of Bureau for Early Childhood Education Department at MoEYS, Seuy Vongsy, Deputy Director of Regional Teacher Training Center at Stung Treng and Vann Bopharam, secondary teacher at Hun Sen Stung Treng High School of MoEYS. Their project is connected to the progress work of batch 12 who started the change work at RTTC in Stung Treng 2010. The aim is to strengthen teacher trainees learning and living conditions at the RTTC and focus on participation.

Batch 12 and 14 emphasized in their projects participation for the teacher trainees in daily school activities during their education at RTTC. Participation is the natural manner of people. There is no doubt that teacher trainees can address problems by applying democratic processes such as critical thinking, problem solving, communication and social relations.

Stung Treng Regional Teacher Training Center is located in Stung Treng province in Northeast Cambodia. Students at RTTC are from three different provinces. Some of the students are from ethnic minority groups in remote areas and many people in these provinces live in poor conditions because of poverty. They are less educated and the communities do not understand the value of education. The students' ages and their competences vary. The living conditions for the teacher trainees at the RTTC are poor along with the school environment. The trainees struggle daily with problems such as lack of food, overcrowding in the dormitory (not enough bedrooms for students) and poor hygiene inside and outside classrooms. Other important issues concerning studies are poor solidarity, lack of respect, poor study results and disagreeable behavior, while some teacher trainers do not feel committed to CRC.

Our main activities for change have been focused on:

- providing training on the general concept of CRC to trainees at RTTC, Stung Treng

- holding meetings with director Mr Vongsy, a change agent, and all the teachers at the RTTC and share the concept of CRC with them and discuss implementation on democracy f. ex. to establish a student council and develop routines of having a suggestions box for trainees at the center
- providing training on student council awareness to the trainees of year 1 and organize workshops with the student council member to train them in their role and responsibility
- empowering the student council
- mentor visits by Lena Andersson, she has met the teacher and the director to overview the training programme on CRC and has also joined the training on “raising and solving problem at RTTC “ together with the trainees.

Results from batch 12 and 14

After the training on CRC, teacher trainees were interested and understood the rights of the child. They are determined to use CRC at their schools in the future, this is very important for the development in the poor communities. They said that when they become teachers in the future, they will not use punishment which might hurt their pupils and they will disseminate CRC to communities and parents, so that they will understand more about their children’s rights. The director of RTTC and the teacher trainers have implemented the concept of CRC and they can apply CRC knowledge to their trainees during lessons. The trainees have understood and can use CRC in their lessons. They know how to encourage their pupils to do things instead of using punishment. The trainees perform well and are able to give good examples of CRC management. The headmaster of Anuk Wat Primary school (the practice school) has pointed out that he was surprised how well educated on CRC the teacher trainees are nowadays.

All teachers participated in the first meeting and 80 % accepted the establishment of a student council at Stung Treng TTC. All teachers support the enabling of the student council to develop and become sustainable. The students are free to express their feelings regarding their studies and their living conditions by writing letters and putting them in the suggestion box. Their problems have been solved by the student council of the school. Further observation, there is no corporal punishment and bullying at RTTC anymore. Both teachers and trainees have changed their attitudes and behaviors and the trainees participate in school activities at RTTC since the letter box was created. Teacher trainees now have a student council to deal with if any problems or issues happen and they have a clear structure of the student council and their work, they cooperate smoothly together. Furthermore, school management and teachers shows a positive responds towards the student council and allow it to participate openly in school activities. Each member of the student council is clear about his/her role and responsibility in the council. Trainees become more outspoken on school matters. Performances of trainees in TTC improves, representatives develop improved self-esteem, seek solutions to problems, and raise issues to the council. The student council of

Stung Treng TTC will be able to solve the problems of the trainees and their learning and living conditions. They have learned and understood the importance of CRC. They also release school leader responsibility, so both trainees and teachers/school leaders get benefits from this project (give and gain).

Discussion/Reflection

We feel that we are on the right track. We started to implement our change project step by step. The trainees were not familiar with this new challenge. They were not encouraging enough when they spoke to the other trainees to do certain activities instead of their teachers. This was a hard lesson to learn. We were all new in this situation but we tried to cope with it by working like a pilot project. Gradually, we discussed and learned how to improve.

We have now managed to make our project part of our day-to-day work at our Teacher Training College in Stung Treng and have managed to involve both teacher trainers and teacher trainees. Our teams have worked faster than our time planning because we were flexible in time and in the work context. The feedback from the participants has been very important and useful. During these activities we learned about the importance of communicating with staff and trainees, advocacies to empower people, arranging meetings and conducting work processes and decision making. We have succeeded because our projects are implemented in the same place and most of change agents are from project target area, so it is easy to help each other, especially Mr. Vongsy, the director of RTTC, he has organized a good schedule and used relevant methodology. We also keep in touch often and work closely with each other by providing useful files and giving relevant instructions to each other. Sometimes we had meetings together and discussed important issues how to enlighten the 3Ps. Successes in our project do not just come from us as change agent, the teacher trainers and trainees at RTTC played an important role. Their understanding, discussions and questions of the concept *Student Council* has helped us a lot to come this far.

Compared to the past academic year we notice differences. Staff and teachers admit that the Student Councils have helped to develop the school. They feel satisfied when they see improvement. Last year the director and/or the vice director would come to school early in the morning in order to give the trainees advice. But this year they have been replaced by representatives of the student council. For these reasons we feel we can say things are changing, not only because of good leadership but also participation which we regard as the first important step for our school to move forward. We hope that our student councils will work well and smoothly in the future.

Way Forward

| BATCH | PROJECT SITE | PROJECT TITLE | TARGET GROUP |
|-------|--|---|---|
| 12 | RTTC Stung Treng | Child Rights and awareness raising for RTTC, Stung Treng | Teacher trainers and trainees |
| | | | |
| 14 | RTTC Stung Treng | Strengthening trainees learning and living condition | Teacher trainees |
| | | | |
| 15 | PTTC and Teacher training department Phnom Pehn | Developing monitoring and evaluation tools in the real classroom for ensuring that teacher trainees apply the CRC, which helps to increase students' participation. | Teacher trainers and trainees |
| | | | |
| 16 | Curriculum Development Department MoEYS Phnom Pehn | Responsibility of School Directors and teachers on CRC implementation in classroom and school management – values in education. | Principals, teachers, teacher trainers and trainees |
| | | | |
| 17 | Early Childhood Department MoEYS Phnom Pehn | Integration of CRC in Home Based Programme for preschool children, | Preschool teachers, parents and children |
| | | | |

The number of change agents has grown bigger since batch 14, we are now 15 change agents and three more will leave for Sweden in September 2013. In January 2013 we had our first national network in Phnom Pehn and above is an overview of our projects:

We have chosen to build two regional networks, one in Stung Treng and one in Phnom Pehn (including Kampong Thom) and all of us meet once a year.

As you can read we are involved in two teacher training centers and in two departments at M o EYS. Our plans for the future is to work with the PTTC in Kampong Thom to create awareness of CRC among the society for increasing child participation in decision making on issues that concerns the Kompong Thom teacher training center.

We do also want to strengthen the work within the departments and we are looking forward to read the final report on values in education written by batch 16 and to follow the important work of batch 17 regarding pree-school development.

The way forward for batch 12 and 14 at RTTC in Stung Trung is to replicate the student council every year and to create criteria and enhancing the strategies of encouraging students in improved learning result, morality, regulation and participating as well. We do also want to mainstream CRC to teachers at cooperative school before teaching practice and to develop tool for checking implemented CRC in schools.

The Programme Administrator for Sida's International Training Programme in Cambodia, Sambath Lao from the Embassy of Sweden in Phnom Penh visited Sweden and Lund University during batch 14s stay in Sweden. She is very well informed about this International Training Programme and is our contact at the Swedish Embassy in Phnom Penh.

China



China has its first team in batch 1 (2003) and in total 10 teams and 29 change agents in batches 1-18. The follow-up seminar 2013 is focusing batches 8-14, where China has 4 teams and 11 change agents.

Table 1. Change Agents’ professional position and the team’s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|------------------|
| National | 3 | 0 | 0 | 0 | |
| Region/Province/District | 21 | 5 | 7 | 2 | Teacher Training |
| Local | 5 | 5 | 4 | 2 | |

The Child Rights Programme is focusing Inner Mongolia, an autonomous region in China. The implementation of CRC in education, learning and teaching has been gradually dominated by participants from *teacher training institutions*, and directed against *participation* by students in schools and student teachers at Inner Mongolia Normal University, Tongliao Vocational College, and Chifeng University.



- Area:9,706,961 km²
- Population:1,354,040,000
(est. December 2012)
- Capital:Beijing
- Independence:1912/1949
- Official language:Mandarin, Chinese

China Post Conference Paper

Caoguiou, Jiangang Chen, Suqing Jiang, Jingxia Li, Haihong Liu, Lan Lu, Haiyan Wu, Lixia Zhang, Zhi Xin Zhang, and Narisu.

Frame of Reference

China, since signed the Convention of Children's Rights in 1990, has made and modified over a dozen of laws to ensure that child should be given enough protection and enjoy a better life. These laws are in line with the CRC, providing a child with the rights to life, development, health, education, entertainment, cultural activities, etc. The right to education is directly reflected by "Law of the People's Republic of China on Education", "Law of the People's Republic of China on Compulsory Education", "Law of the People's Republic of China on the protection of minors", etc. It is highlighted that a child should be given the right to education, despite of sex, nationality and race; every child should receive nine-year compulsory education and it is against law if parents do not send their school-age kids to schools.

Under the power and guidance of these laws, Chinese government has put great effort to better children's right to education. Nine-year free education was conducted across the whole country and the dropout rates were substantially declined. Education organizations also carried out various reforms to improve the quality of education and ensure children's rights.

As can be observed in the implementation of the projects, CRC and China's curriculum reforms are coordinated. CRC is based on tapping individuals' potentials by taking into consideration the concept that each child is unique and deserves attaching importance too. Likewise, China's curriculum' reforms are aimed at strengthening all-round developments for children with quality education as the focus.

CRC awareness has undoubtedly become embedded in change agents' awareness since the CRC Training Programme started in Inner Mongolia in 2005, and tremendous amounts of work has been carried out, which covers the application of participatory approach, the improvement of parents' role, and the emphasis of administrators' role in school management. Expected results have been achieved.

However, the progress of CRC dissemination in Inner Mongolia is more or less unsatisfactory after more than half a decade's effort. The problems therein are listed as follows:

- 1) CRC, since being introduced into schools in Inner Mongolia, had not been implemented in a large scale and in a comparatively systematic way.
- 2) The methods of disseminating CRC had been only confined to certain forms, such as giving lectures to hundreds of target individuals, making eye-catching posters on campus or in classrooms.
- 3) Lack of formal CRC training materials (textbooks) substantially weakened the results of the changing efforts.

Attempting to tackle these problems, the change agents from the recent four batches (Batch 10 to Batch 14) planned to introduce CRC into English teaching at schools, and carried out CRC-related pre-service and in-service teacher training programmes at colleges and universities.

Main Activities

The implementation of CRC-based programmes by Chinese change agents from the recent four batches (10, 11, 12 & 14) mainly focuses on children's participation, which were chiefly carried out through classroom teaching (CT) activities and teacher training (TT) programmes. To ensure the smooth and effective development of the programmes, networks at different levels were also established.

1. School-related activities

Some ITP participants among the team, Chao Kuiou, Zhang Zhixin and Jiang Suqing, are from middle schools; therefore, they took this advantage to put their digestion of CRC directly into activities both inside and outside of the classrooms in four middle schools, which are:

- Helin Middle School in Hohhot
- Tongliao No. 1 Middle School in Tongliao
- Ningcheng Senior High School in Chifeng
- Attached Middle School to Chifeng College in Chifeng

1.1 Activities in class

First, they tried to change traditional teaching method which is mainly teacher dominated into a new one – participatory teaching approach. Pilot classes were selected, diversified and colorful classroom activities were attempted, and expected results were achieved. The participatory teaching approach is now being gradually spread to other classes and schools.

In addition, these change agents attempted to encourage members of class council to exercise practical and effective management of the class according to the council's own wills.

1.2 Activities outside of class

Initiated by the change agents, the three involved middle schools, namely Tongliao No.1 Middle School, Helin No. 1 Middle School and Chifeng Ningcheng Senior High School, not only increased and diversified the extra curriculum activities, but also had more students involved and even participated in organizing and managing the activities.

Besides, the student councils at school level were also established. The council members, selected by the students, organize and manage various school activities like Campus Art Festival and Sports meet under teachers' guidance.

2. Teacher training-related actives

So far, four institutions are involved in teacher training programmes at both pre-service and in-service levels, which are listed below:

- Inner Mongolia Normal University (IMNU)
- Tongliao Vocational College (TVC)
- Chifeng University (CFU)
- Yu Quan Qu Teacher Training College (YQTTC)

The TT programmes were carried out for trainees of different levels (undergraduates, graduates, in-service teachers from primary and middle schools, and from universities and colleges as well). CRC-related courses have been incorporated into the teaching and the training curriculum and some teaching materials were compiled.

2.1 Pre-service teacher training

Pre-service teacher training programmes have been carried out in IMNU, TVC and CFU and go smoothly and increasingly at both undergraduate and postgraduate levels.

At undergraduate level, besides carrying out various CRC-focused activities such as lectures, seminars, poster demonstrations and learner-centered teaching activities in the above-mentioned three institutions. IMNU and TVC have also integrated CRC-based courses into their teaching curriculums, beginning with English majors and now gradually extending to majors of other subjects.

A course named "Child Rights Protection and Foreign Language Teaching" has been added into the teaching curriculum for postgraduate students majoring in English in IMNU.

2.2 In-service teacher training

In-service teacher training activities at various levels have been carried out in IMNU, TVC, CFU and YQTTS since the change agents started to put their changing ambitions into action.

Firstly, when coming back from Sweden, the change agents in IMNU, TVC and CFU conducted various lectures, speeches, and training programmes to their colleges and other teachers within their own organization. In TVC, CRC-related criteria were effectively incorporated into the teaching assignment mechanism, which increases the possibility of adding child rights ideas into classroom activities by all teachers in the college.

Then the School of Foreign Languages at IMNU, as a regional teacher-training center for foreign languages, has worked on several training programmes on child rights protection in foreign language teaching. And more essentially, the relevant training curriculum also has CRC-based courses included. Reflective training approaches were adopted in the training programmes. As a result, language teachers of basic education from different parts of Inner Mongolia received ideas of CRC and then put them into practice.

YQTTS as a local TT organization, also carried a series of CRC-related training activities to elementary and secondary school teachers of all subjects, which improved their awareness of child rights.

3. Establishment of networks at various levels

Networks of three levels – internal network, intercollegiate, and external network – are being established to ensure efficient communications. Internal network forms among the CRC groups and related stakeholders inside the institution such as IMNU and TVC, intercollegiate networks forms among the four colleges and universities where CRC programmes are conducted, and the external network bounds all the change agents of the region for effective communication.

On June 22, the first Inner Mongolia Teacher Training seminar was held in IMNU. 17 change agents from four colleges and universities (IMNU, TVC, CFU & Hulunbeir College) took part in the seminar. During the meeting, good practices in CRC-related teacher training were exchanged and the way forward was discussed. It was a good start and great success.

Results

Through the consistent efforts of the change agents, fruitful and inspiring results have been achieved. The concept and awareness of CRC is highly enhanced among teachers, students, parents, and related administrators.

1. Results on CRC implementation at school level

In the 4 pilot middle schools, owing to the implementation of the participatory approach in English teaching, students' participation in and out of class has increased along with their awareness of children's rights. Besides, they developed stronger interests in classroom activities, positive attitude to learn and increasing confidence and competence in life. Furthermore, through learner-centered classroom and school activities, we see obvious improvement in the relationships between the students and their teachers and parents as well as their sense of responsibility.

2. Results on CRC-related TT at college and university level

So far, about 2330 pre/in-service teachers were trained (1090 in Hohhot, 800 in Tongliao and 440 in Chifeng). By attending teacher training programmes in relation to CRC, the student-teachers' and the trainees' awareness of CRC of are sensitized, their willingness of implementing CRC concept to their teaching is fostered and their abilities to conducting the participatory teaching approach is enhanced.

More importantly, pre-service teacher training programmes were gradually extended from English departments to departments of other majors; and participatory teaching & learning activities were also expanded from pilot classes to the whole schools.

In addition, some assessment tools such questionnaires, interviews and learning logs were applied after each teacher training programmes in order to monitor the efficiency of training.

3. Results on development of the change agents

With the implementation and continuation of the projects, great changes have taken place in the change agents themselves, including their increased knowledge of CRC, the awareness of implementing CRC in both their professional and personal lives; their increased English proficiency and their teaching skills, and their attitude towards cooperation and team work as well as cultural awareness and cross-cultural communication skills, all of which are of great importance to their professional lives as English teachers.

Reflections

Viewing what has been done so far and connecting with the current circumstances, a conclusion of the following reflections is made:

1. Reflections on CRC implementation at school level

- The implementation of the participatory teaching approach, which is in line with the National Curriculum Reform of education in China, is proved to be effective.
- The establishment of student council of class and school levels is quite necessary for enhancing students' participation and developing their ability.

2. Reflections on CRC-related TT at college and university level

- The strategy of training English teachers in terms of their CRC and participatory approach as a starting point and then moving to other subjects proves to be applicable and effective.
- The reflective training approaches adopted in both pre-service and in-service teacher training programmes enhances the trainees' internalization and implementation of CRC.

- The combination of CRC with trainees' teaching practices plays an essential for the efficiency of training.
- Long-term follow up guidance is needed for reinforcing the outcome of TT programmes.

3. Reflections on other factors

- Sustainable support and approval from administrators at various levels play a vital part in our context for the project expansion.
- Establishment of networking makes CRC stronger in the region.
- Selection of the right participants and provision of preliminary trainings before attending ITP is necessary.
- Questionnaire and interview conducted after each CRC-based training programme provide objective observation and evaluation of the efficacy of the training.
- With promotion of students' participation in and out of classes as the main focus of our CRC projects, other activities related to children's protection and provision in school context are to some extent not touched upon with sufficient attention, therefore, more attention should be drawn in our future CRC-based programmes.
- It is important to have the recognition that all programmes and activities should be done step by step and ensured on a secure and accessible path.

Way Forward

Based on the inspiring achievements previously made and the careful analysis of the related situations, we are confident and dynamic in planning the future of our work, so as to facilitate the dissemination of CRC across the region.

1. Continue to implement the CRC projects in schools.

- Applying the participatory teaching approach in not only the English classes but other classes of other subjects;
- Engaging more concern on other aspects of CRC, such as protection and provision.
- Expanding the CRC projects to more schools in and out of the region.

2. Continue to conduct pre-service and in-service CRC-based teacher training programmes of various kinds.

- Strengthening the monitoring system of both the pre-service and the in-service teacher training programmes;
- Integrating the CRC courses to more provincial and national in-service teacher training programmes;

- Carrying out teacher training programmes with the reflective training models;
- Transferring the CRC courses to all other subjects as well as English in the relevant institutions involved at present, and expanding the CRC projects and courses to other teacher training colleges and schools in and out of the region.
- Establishing a model of CRC-based training model which can be applicably and effective conducted in training institutions.

3. Strengthen the networking of change agents and CRC-related stakeholders

- Promoting communication among the change agents by utilizing various Twitter-like communication tools;
- Strengthening the link between schools and institutions through more corporations in compiling and publishing CRC training materials, running collaborative training courses and conducting CRC-based research programmes;
- Organizing CRC-theme meetings for change agents on an annual basis;
- Expanding the network by establishing CRC alumni
- Seeking for more support from leaders of institutional, local, provincial and even national levels.
- Setting up CRC Centre or Committee so as to form a better working organism for communication among the CRC change agents and raising funds.

4. Disseminate the CRC projects to other parts of the region and the country

- Publishing training materials and books on CRC in various languages to be shared among colleges, universities and schools for different training purposes;
- Convincing decision-makers at provincial or even national level of the urgency and feasibility of disseminating CRC, so that due attention can be drawn in support of the smooth development of the programmes;
- Conducting CRC-related research projects of institutional, provincial and even national level so as to achieve the sustainable development of CRC dissemination;
- Spreading CRC projects and the concepts to more people and more places by publishing articles and attending seminars.

Colombia



Colombia had its first team in batch 4 and in total 12 teams and 33 change agents in batches 1-18. The follow-up seminar 2013 focus batches 8-14, where *Colombia* has 7 teams and 20 change agents.

Table 1. Change Agents’ professional position and the team’s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|-------------------------------------|
| National | 6 | 2 | 5 | 1 | Projects are on more than one level |
| Region/Province/District | 11 | 4 | 5 | 2 | |
| Local | 16 | 12 | 10 | 7 | |

Main topics of most of the Colombian projects are linked with participation, conflict resolution and cultural heritage. Several projects are targeting both local schools and teacher training in universities or districts/localities in the capital city Bogota. Projects with representatives from national level are also disseminated in the country.



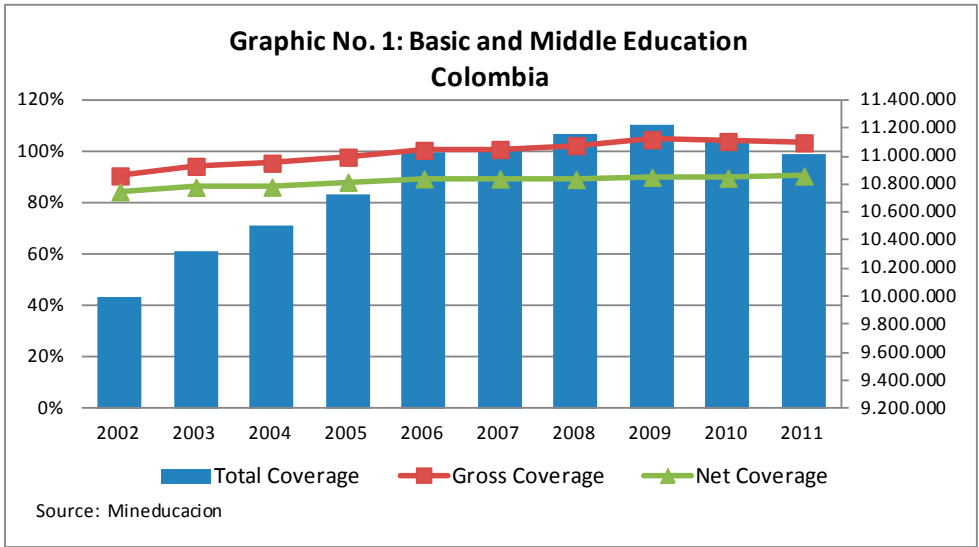
| | |
|--------------------|---------------------------------|
| Area: | 1,141,748 km ² |
| Population: | 46,988,000 (est. April 2013) |
| Capital: | Bogotá |
| Independence: | 20 July 1810 (from Spain) |
| Official language: | Spanish |

Colombia Post Conference Report

Sebastián Londoño Camacho, Sandra Marcela Falla Barragán, Juan Camilo Gaviria, Andrea Carolina Jaramillo Contreras, Gloria Marcela Jaramillo Contreras, Javier Alexis Junca Vargas, Sanjay Kishore Nanwani, Astrid Núñez-Pardo, Danilo Oliveros García, Eduar Antonio Prieto Rodríguez, Juan Carlos Reyes, Bibiana Rubio Saavedra, José Reyes Sánchez, Blanca Sánchez Bohorquez, Flor Marina Sánchez de Buitrago, María Fernanda Téllez Téllez, Claudia Torres Jaramillo and Esperanza Valenzuela Quitian.

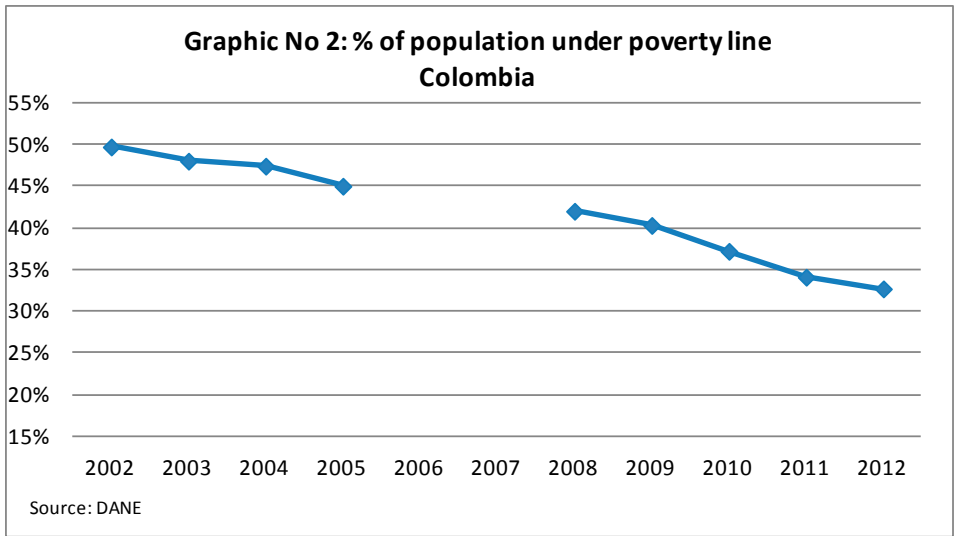
Frame of Reference

Colombia is a diverse multicultural country still facing huge challenges. Although during the last years Colombia has experienced sustained economic growth, and poverty and extreme poverty have been reduced, there is still a long road ahead. In Colombia, almost 32% of the population lives below the poverty line. There are still big gaps in poverty and quality of life between rural and urban areas, income distribution and social mobility. There are also big gaps associated with the provision of health services, sanitation and water, education (see graphic number 1) and culture among others.



According to official metrics population living under the poverty line has declined year by year since 2002 (see graphic number 2). Colombia is still today one of the most unequal countries in the world. Furthermore, one of each three children was living below the poverty line in 2010. In particular the disparity in quality between the public and private educational systems is high. Most private schools provide an excellent education while those children who attend public schools – who are mostly those that live in

poverty – are, for the most part, doomed to a life of poorly-paid jobs and a low living standard. Therefore, there is limited upward mobility in the country. For the majority of Colombian children who attend public schools, the situation is bleak without radical change.



Due to this situation, one of the main concerns of the change agent network is to strengthen a child-rights based educational approach in the schools. This includes teacher development, violence reduction strategies, and a focus on community building and participation. We trust that the latter, taken holistically, contributes to a better educational environment, reducing educational inequity.

Colombia has advanced towards the enforcement of the Convention on the Rights of the Child. In 2006 the National Law on Childhood and Adolescence was promulgated. Government, NGO and communities have more awareness of the importance of Children to advance towards human development. Colombia has public policy for the quality of life of children (Política Pública por la Calidad de Vida de los Niños y Niñas) and public supply of services towards children and adolescents. The aim of this policy is to make every effort towards children, not only from the point of view of the public supply of services but also towards the efforts directed by other actors.

Main Activities

The implementation of the projects on CRC related to school violence, cultural heritage, teacher development and interdisciplinary integration across the curriculum involved teachers, educational administrators, students, Students' Councils and Parents' Councils. Some of the activities included the construction of Decalogue for the prevention of school violence, which stated rules for its prevention and comprehension.

School behavior codes (mandatory in all Colombian schools) have been set to include violence and bullying as misbehavior with disciplinary consequences and sanctions.

Environmental awareness was one of the issues included within the CRC through conferences, lectures, reading promotion, school visits, field trips, awareness workshops, recycling campaigns, educational talks and an Alternative Rock and Environment Festival. Another strategy incorporated to enhance environmental awareness was the involvement of interdisciplinary themes at curriculum level.

In regard to Teacher Development workshops, these are targeted to teachers and educators, seeking to generate both, awareness of child rights, and hands on strategies, to create democratic classrooms and schools. We firmly believe that without teachers who are aware of child rights from both a theoretical and practical perspective, it is virtually impossible to construct child rights-centered educational settings.

Through literature, games, puppet shows, photography expositions, among others, the intention is to actually put in practice some of the pedagogical strategies that promote child friendly teaching. To facilitate the comprehension of culture identity in the classroom, social cartography was used. This proved to be a vehicle to understand notions of territory through life experiences and day-to-day situations. The process implies debates, discussions, ability to listen, conciliation processes, and most important to find opportunities in their new environment.

Regarding Teacher-Development, three Seminar-Workshops on Child Rights Issues and Socialization of Findings from several Change Projects took place in Bogotá, which aimed at raising teacher awareness of the importance of fostering the rights of the child in educational contexts. Workshops related to critical thinking led teachers to reflect upon their practices to develop students' critical thinking skills through their class activities. In addition, the students had the opportunity to develop a collaborative activity that involved the whole school community. This activity encouraged students' participation and leadership awareness.

Results

Internal Policy Making

There has been the possibility to transform and create different policies and programmes inside of the projects managed by several batches, in order to include child rights in the curriculum or inside the PEI (i.e. Institutional Educational Project).

Besides this, there have been some activities that were institutionalized inside the school, with the aim to promote a culture of rights and respect among students, such as the creation and the strengthening of student councils, child rights day, "patio's conciliation", 'home room workshops', among others.

Commitment of Decision Makers

Since the Colombian Change Agents work from the national, regional and local level the implementation of the Child Rights Convention has been able to permeate in different scenarios and has provided a better understanding about the implementation of child rights. These aspects have facilitated the bottom-up approach, and have benefited the quality of education in terms of participation of the students. In addition to this, a space has been opened to reinforce and promote the laws of education under the perspective of child rights, becoming a more accessible tool for schools and for children's welfare.

Awareness – Raising

Conscientization – a Freirian concept – is based on the idea that education (Chesney, 2008) must focus on the transition from the oppressed person to the liberation of man through the awareness-raising of prevalent social problems, understanding the human being as an active agent in his process of education, freedom and transformation. In this sense, several projects from the team have aimed towards the improvement of education conditions, where the child is the main actor of his/her transformation, recognition and awareness of problems around him/her.

In this way, the educators play an important role in this transformation, acting as facilitators of the child education process rather than knowledge providers. In this sense, students are perceived as individuals capable of participating in their learning process and also as generators of skills to develop learning tools. As evidence, there have been improvements in the attitude of teachers in change processes inside of the curriculum.

Seminars

Three seminars have been organized targeted to teacher development and community sensitization in different schools. The first one took place in 2011, the second in 2012 and the third in 2013. Participation in these has gradually grown.

Additionally, we had the honor of welcoming batch 15 to Colombia, along with the mentors, in March 2012. We had the privilege of accompanying them to school visits and acquainting them with the work being developed by the different Colombian batches, complementing this with our future path.

Appropriation of Rights

The appropriation of the rights of children in the different projects have addressed either considering one (or a few) specific rights, or, including all aspects in general. Also, its development has focused on two issues: directly to the aim of child rights, or including the child rights implicitly or complementary to other themes developed.

Sustainability

Sustainability is designed for all projects of child rights in Colombia, although the features in each of these are different. They include mainly two approaches: The most prominent is the inclusion of projects within educational legislation, as the case of projects that were included in the institutional education plans (IEP), which can be called our navigation map for educational institutions. Sustainable actions can also be seen when the target group of projects were the teachers, as they are responsible of multiplying the CRC information to other teachers and students.

Empowerment of School Community

After the implementation of the CRC projects, the participation of the school community as decision makers has begun to gain space. In a large extent this achievement is due to the awareness of child rights in the various levels of the educational institution.

This success is reflected upon the fact that children are being perceived as individuals capable of taking part of school decisions and their voices are essential in the search of a fair and democratic education. As proof, student councils have been strengthened and have gained space even in the construction of the curriculums.

Successful Innovative Pedagogical Practices

In one of the schools a cross-curricular approach from kindergarten to fifth grade has been particularly successful. The concept of child rights is integrated through different subjects, which include science, social studies, mathematics, language, theater and music.

Child Friendly School Awareness

Schools have begun to implement a horizontal approach, leaving aside the traditional hierarchical scheme that has prevailed in schools where teachers have in cases imposed old-fashioned education methods.

The families and contexts are considered essential in the wellbeing of the children. In this sense, there is awareness that child rights do not end after the school shift, but they must be assured in their homes or spaces of recreation.

Discussions/Reflections

We deem essential to include as part of our discussions five main issues: violence, teacher development, materials development, cultural identity and community building. These issues are the result of our learning processes and reflections in regards to the implementation of CRC in the school context. This, with the intention of contributing to a more just society where children are respected, heard and valued.

Violence

Through the various projects carried out by the Colombian team, we have identified school violence and mainly bullying as key issues that have an incidence on children's development. Bullying is a physical and mainly an emotional type of abuse towards children that has psychological and emotional consequences that affect children's growth and behavior. As educators and change agents we are concerned with this phenomenon and how it has been evidenced at school, both at the public and the private sector. The fact of addressing children's rights within the curriculum has shown that students become aware not only of their rights but also of their duties influencing the way they relate to each other by showing more respect and responsibility. Furthermore, the Ombudsman office has contributed in preventing bullying in our context and the team members working on this issue have developed and implemented meaningful pedagogical activities to counterbalance school violence. The design of materials and the adjustment of the school manuals are some of the strategies that help children internalize their rights.

Teacher Development

We consider that raising teacher's awareness in regards to children's rights and to promote classroom practices that foster learning processes requires designing and implementing seminars and workshops that prepare teachers to assume this fundamental task. Teacher development is "an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students" (Díaz-Maggioli, 2003 as cited in González, 2005). Thus, it is necessary to sensitize teachers in promoting child rights – based pedagogies to guarantee the implementation of the *3 Ps* in order to generate changes in the educational setting related to CRC. In this regards, teachers need to be updated and to constantly exchange their classroom experiences in order to qualify and enrich their teaching practices since 'teachers construct, deconstruct, and reconstruct their daily teaching practice as a means to face decision making, improve their teaching performance, innovate in their classes and so develop professionally. (Núñez, Téllez and Castellanos, 2012).

Materials Development

According to Tomlinson, Materials Development is anything that teachers do to facilitate students' learning; it is both "a field of study and a practical undertaking" (2001, p.66). In this regard, we consider that this component ought to be included both in pre-service and in-service programmes since "teachers as innovative professionals, have the potential to explore their creativity by designing materials for their classes" (Núñez, Pineda and Téllez, 2004, p. 130). In this sense, teachers are the ones called upon to develop their own materials that need to be adjusted to their specific teaching contexts and needs of their learners underpinned by local principles for material development. Learning and teaching materials include lessons, didactic units, modules, short stories,

among others. Some change projects include the development of materials focused on children's rights with the purpose of raising awareness on the matter. Besides, materials have been designed addressing problems related to teenagers to help develop critical thinking skills.

Cultural Identity

One of the concerns addressed by the Colombian team has been the identification of the cultural identity of children who have suffered from internal displacement. Social cartography, as a participatory tool, was created to enable children to recognize their culture. Involving children, taking into account their needs, experiences, feelings and backgrounds are key aspects that help them grasp the meaning of their realities; these need to be taken into consideration when facing future challenges. The importance of culture in the promotion of child rights goes beyond identifying the child as an isolated individual, but rather as one who is recognized by others through social interaction (Vygotsky, 1978)

Community Building

Developing a sense of belonging towards the place where one lives is of crucial importance for building community. By means of art manifestations where, for example, alternative rock music is used to foster solidarity and to implement CRC principles, is one way for doing so. A festival entitled *Calibre* is organized as a cultural and environment week seminar, where workshops and music contests take place with the purpose of raising awareness towards fundamental rights such as the right to life, to participation and to a healthy environment. During this week, books are collected in order to promote reading and writing practices that help develop literacy skills. This process has helped empower the community and foster youth participation in public policies. In sum, this festival is an example of cooperation, commitment and social work.

Way Forward

As we look back since the very first batch which participated in the SIDA ITP in 2003, there have been advances and setbacks – which seem to be a natural process in most, if not all, paths directed towards development. But most importantly, we see great opportunities in the present and towards the future. These are as follows:

- 1) **Legal Status of Network:** We need to register the Colombian Network and give it legal status. This is a foundation that will give us a formal identity, essential in many evident ways. Among these, it will expand our space of action when dealing with stakeholders and communities targeted. In addition, it will give us a formal structure.

- 2) **Objectives:** Clear objectives of this future legal network are required. These objectives ought to be SMART (Specific, Measurable, Attainable/Achievable, Realistic, and Time-bound).
- 3) **Committee:** A committee with a concrete and clear vision and mission, with sound governance practices (i.e. transparency and accountability) will be required. This committee ought to be rotated periodically through a democratic voting mechanism. We have established that the committee will meet once a month to discuss relevant issues such as reflecting upon how we pave our way forward (i.e. a mechanism system monitoring our progress).
- 4) **Duties and Responsibilities:** Specific duties and responsibilities of committee members will be defined.
- 5) **Areas of Impact:** Our work must be focused on very specific areas, particularly areas that we have been working on and have a degree of knowledge, expertise and experience in. Four major areas of impact have been identified: Teacher Development; Violence Reduction; Culture and Education; Participation and Community. Simultaneously, we need to capitalize on specific programmes that the Ministry of Education, as other political organisms, are already working on, or have expressed an interest in (e.g. the Ley de Víctimas, or the Law of Victims of the Internal Conflict).
- 6) **Space of Action:** Bogotá and Cali are initially our areas of intervention – but ideally, in due course, we aim at having a national impact. Batches representing Bogotá and Cali have had the opportunity to come closer in the Bangkok Impact Seminar, realizing that we can, and have a responsibility to, working together. An example of this is the participation of change agents from Cali in the next Symposium on *Generating a Child Rights Classroom Culture through Cross Curricular Materials that Foster Critical Thinking* in 2014.
- 7) **Alliances/Networking:** We need to establish alliances at various levels. These include the government level, the Presidency, the Ministry of Education, the Ministry of Culture, the Secretariat of Education (Secretarías de Educación), the Colombian Institute of Family Welfare (ICBF), the Chamber of Commerce, Universities (private and public), Schools, and NGOs. The various actors in the private sector are also to be taken into account, capitalizing on the fact that they can be held morally accountable to their social responsibility, and the fact that children's rights are comparatively to other causes, politically less controversial, if at all. Some of these levels/organisms are already working with us, as is the case of the Chamber of Commerce, which supports the organization of annual symposiums targeted to Teacher Development, but not limited to it.
Secondly, we need to capitalize on international networks which have participated in the ITP programme, whose members we have shared with, and whose efforts and challenges we are familiar with. Social media is a medium whereby this can be exploited, in an attempt to not reinvent the wheel.
- 8) **Financing/Sponsorships:** the various levels mentioned in item 7 can be sources of financial support. Additionally, we as change agents will contribute financially

to the legal set-up of the Colombian Network, and beyond it, to support its consolidation.

We are confident that we will make the 8 points above happen. Indeed, we have a moral responsibility to achieving what we have set out to do. We realize that institutionalization, or the legal status of the network, is of fundamental importance in terms of greater likelihood of sustainability and impact of our work.

In the light of these circumstances, we adhere to, and pledge to put into practice, Professor Göran's suggestion of ten guiding principles: 1. Prepare through reflection; 2. Listen to others; 3. Be ready to change yourself; 4. Seek out like-minded people; 5. Always go out of your way; 6. Combine confidence with competence; 7. Respect others; 8. Be firm but flexible; 9. Be ready to handle obstacles; 10. Never give up.

References

- Chesney, L. (2008). La concientización de Paulo Freire. Universidad central de Venezuela. N.11. pp. 53-74.
- Núñez, A., Pineda, C., Téllez, M. (2004). Key aspects for developing your instructional materials. Profile: Issues in Teachers' Professional Development N°5, pp. 128-139. Bogotá: Universidad Nacional de Colombia.
- Tomlinson, B. (2011). Materials development in language teaching. Cambridge: Cambridge University Press.
- Vygotsky, L.S. (1978). Mind in society: the development of higher psychological processes. Cambridge: Harvard University Press.

Egypt

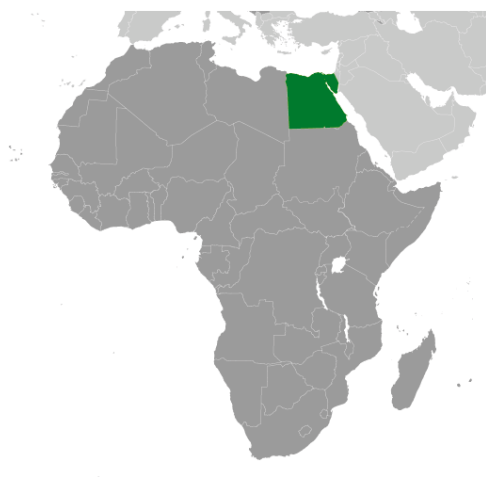


Egypt had its first team in batch 3 and in total 7 teams and 19 change agents in batches 1-18. The follow-up seminar 2013 focus batches 8-14, where *Egypt* has 3 teams and 9 change agents.

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|----------|
| National | 5 | 1 | 4 | 1 | |
| Region/Province/District | 5 | 2 | 3 | 1 | |
| Local | 9 | 4 | 2 | 1 | |

The teams present in Bangkok are working with projects in Cairo and Port Said. They are focusing teacher's awareness on child rights and the ability to teach in a participatory way. One team has a focus on early childhood education and another on the freedom of expression.



| | |
|---------------------------|--|
| Area: | 1,002,450 km² |
| Population: | 83,661,000 (est. January 2013) |
| Capital: | Cairo |
| Independence: | 28 February 1922 (from the United Kingdom) |
| Official language: | Arabic |

Egypt Post Conference Report

Usama Suhail Abd El Fattah Abou El Enien, Tahany Aly Shemis, Ghada Aly Aly Attia, Saad Mohamed Gouda Maghrabi Eraki, Mohamed Moustafa Hamed, Hossam Samir Omar Ebrahim and Walid Shaaban Yassin.

Frame of Reference

Egypt was among the first countries to sign the United Nations child rights convention (CRC) in December 1989 and ratified it in 6 July 1990. It further declared its first decade for the child protection (1989-1999). The promulgation of child law number 12/1996 is considered one of the most important accomplishments of the national council for childhood and motherhood in Egypt. In 2008 amendments were made to the child law, to adopt a rights-based approach for Egyptian children deprived of their rights to education, health, social care, and especially the right to family care.

The political situation in the Middle East has created instability over the decade, a situation that has affected Egypt in spite of the number of activities for development. Egypt has made significant progress over the past decade toward achieving the millennium development goals with substantial gains in child survival rates, school enrolment, immunization coverage, and accesses to safety drinking water.

We believe that the Child Rights Convention has to be disseminated among concerned stakeholders; decision makers, parents, teachers, school admin, students ...etc. Education is crucial to the development of good citizens, as there is a strong relationship between education and raising good citizens who practice their human rights and participate actively in the development of both their local community and country.

Child participation "Article 12, CRC" is the area that has influence on our students' lives especially after the Egyptian Revolution that committed a change in all aspects of life of the Egyptian people. Empowering the students' participation, building up their personality, increasing their involvement in all school activities is the overall target that could promote the idea of considering the child an active citizen, who can practice democratic values effectively. If we, adults, believe that we can change, we could change our attitudes, concepts and beliefs to see children as subjects, competent actors that are guaranteed freedom of expression, instead of looking upon them as objects. This will make them enjoy a better future where they will have space to build their society on principles of good citizenship.

It is through the development of participatory learning processes such as questioning, expressing views and having their opinions taken seriously, children will acquire the skills and competences to develop their thinking and to exercise judgment on various issues that will confront them as they play active roles in their community.

Based on the above-mentioned context, Egypt CRC projects focused on students' participation to create a child friendly school environment, where student voices are

heard. The following sections in this chapter will present the main implemented activities, results, reflections, and future plans.

Main Activities

I. Planning Stage

- a) Analyse Current situation: the current situation was analysed in order to be aware of the strengths and weaknesses. This helped to identify the desired goals according to the school community's needs.
- b) Raise awareness: this was done through holding some orientation meetings with:
 - People in charge e.g. governors and educational officials.
 - Board of Trustees.
 - School principals.
 - NGOs.
 - Teachers.
 - Students.

This aimed to explain and orient them on Egypt CRC projects' objectives. Consequently, the desired goals were supported and achieved.

- c) Official approvals: official procedures were taken to identify the targeted groups, time line, facilities, expected outcomes ... etc.
- d) Develop training materials and tools: training manuals, questionnaires, observation tools, and evaluation sheets ...etc. These were done in the light of the trainees' needs from one hand and the CRC, especially child participation, from the other.

II. Implementation Stage

- a) Apply pre-assessment tools to:
 - Survey and assess the stakeholders' knowledge of the CRC.
 - Analyse the results.
 - Document the results.
- b) Implement the training programme to:
 - Raise the targeted groups' awareness.
 - Create positive attitudes towards the principles of child rights to enhance students' participation.
 - Improve targeted groups' skills and performance.
- c) Make use of technology: create a private network group for targeted groups and change agents to make use of the most well-known social networks e.g. Facebook and connecting them with Egypt's CRC change agents. This led to creating a professional development learning community.

- d) Apply the post-assessment tools to:
 - Assess the stakeholders' knowledge, skills and attitudes of the CRC after finishing the training programmes.
 - Analyse the results.
 - Document the results.
- e) Evaluate the training programmes to investigate whether:
 - The programmes were satisfactory and the targeted groups have got the most benefits.

This, consequently, persuaded the targeted groups with the significance of participation as a right for the children.

III. Projects Evaluation and Reflection Stage

- a) Site visits and/or follow up:
Held by change agents, trained supervisors/ mentors using the developed tools to investigate to what extent the training programmes had an effect on the targeted groups' performance. Hence, students' participation has increased and CRC principles have been crystallized.
- b) Data analysis and recommendations: to analyse the results and come up with the following recommendations:
 - Develop complete action plans to ensure sustainability.
 - Suggest solutions for the encountered challenges.
 - Offer the results to the officials who have been involved for support that leads to sustainability.

Results

Egypt's CRC projects focused on empowering students' participation through raising the awareness of the school community members and working on the pedagogical part with the teachers. The starting point was disseminating the Child's Right Convention among the targeted schools stakeholders (e.g. teachers, parents, principals ...etc.) who were involved with children in the CRC projects.

Designing tools to assess a) the awareness of stakeholders of CRC, b) performance of teachers CRC practices, and c) students perception of participation opportunities within their schools. These tools identified the baseline before any interventions, and helped to measure progress resulted from the implementation.

A list of proposed standards was developed for primary and kindergarten in the light of CRC.

Training material packages were designed and delivered for the targeted groups covering the following areas:

- Raising the awareness of different types of both school and community stakeholders on CRC.
- Helping teachers to adopt project-based approach and design students-centred activities.
- Encouraging teachers to adopt Positive Discipline techniques in the classroom.
- Encouraging school leadership to promote student participation in the school activities and routine.

Raising the awareness of the targeted groups about CRC and helping them better understand concepts, articles & implementation in Egypt. This led to:

- Increasing their knowledge about significant concepts like: Education for all, the child friendly school, Education for good citizenship.
- Drawing their attention to the importance of promoting Students participation in the school environment.

The school leadership, teachers and students targeted in the CRC projects were able to design and implement a wide range of activities where students took the lead. Teachers developed materials that consolidate child autonomy and project based approach in the school environment. Students were able to move from the passive recipients of teachers' ideas and orders to be more proactive. School leadership involved more students to play an active role in the school activities.

Students were empowered to take the lead and be enthusiastic to think "out of the box". They were able to come up with innovative projects, which they were enthusiastic to accomplish such as:

- Designing and implementing a full self-managed school day by the students, who led all school activities.
- Activating school parliament / council discussions where they managed to solve some of students' problems without relying heavily on the support of the school administration.
- Managing to involve a large number of students in vivid discussions with school leadership to face challenges in the school environment.
- Designing and implementing projects to enhance the leadership skills among students.
- Designing extra-curricular activities and products to enhance students learning processes.
- Designing number of school media tools (magazines, broadcasts) to raise the awareness of CRC and support students' participation in various school activities.
- Designing community service activities that address the local community needs.

CRC change agents' efforts gained support and appreciation on central level from the stakeholders in the ministry of education and on local level from the Governors and Undersecretaries where CRC projects implemented.

Discussion/Reflections

There is no absolute agreement on a unified prescription of enhancing the students' participation in a particular setting, which must be dealt with in the light of the educational and cultural contexts. Generally speaking, a huge effort should be put towards the development of good citizen, human personality, individual talent, a sense of dignity, self-worth, and mental and physical abilities. Egypt CRC projects results indicated the positive impact on the targeted groups and helped to: a) instil respect for students' rights as well as cultural identity and values in order to enable them to participate effectively in their society, and b) promote understanding, tolerance, friendship among the targeted groups.

First and foremost children's participation needs an enabling and supportive environment. Children open up when they feel what they say has significance and when they understand the purpose of their involvement. This should be in the focus of both school administration and teachers who needs to work collaboratively to enhance such situation.

Because children think and express themselves differently from adults, their participative processes should be built on concrete issues, experiences and real life situations, and vary in complexity based on the evolving capacity of the child. Starting exercises might be consultations and opinion surveys on various subjects directed by adults. Planning, implementing, managing, monitoring and evaluating programmes are a more developed means of participation. Child-initiated projects, research, self-advocacy, representation or co-management with adults of organizations and institutions are highly educative and strong experiences for older children.

Meaningful participation processes develop a wide range of skills and competencies. Children gain new information, learn about their rights and get to know others' points of view by active listening. Forming and articulating their opinion, they improve their communication, critical thinking and organizational and life skills. They experience that they can make a real difference in their communities.

To achieve the culture of students' rights in leading their schools activities, the implementation of children's participation is an on-going mission. Its biggest barrier is engrained adult attitudes. Therefore, capacity building for both children and adults on students' rights, students' participation, facilitation, ethical practices, and research is necessary. All people working with and for children should internalize the basic principles of students' participation and develop capacities to facilitate, support and promote it. Organizational and personal commitment is essential. Although building a culture of participation requires human and financial resources, the results validate the effort.

During the feedback and follow up meetings, the targeted groups highlighted some guiding principles for promoting students' participation. Their points matched the UNICEF, the largest worldwide efforts fighting for children's rights and well-being, have set up principles to ensure children's meaningful participation. These guidelines are useful for any form of participation:

- Children must understand what a project work, task, activity, process ... etc. is about, what it is for and their role within it.
- Power relations and decision-making structures must be transparent.
- Children should be involved from the earliest possible stage of any initiative.
- All children should be treated with equal respect regardless of their age, situation, ethnicity, abilities or other factors.
- Ground rules should be established with all the children at the beginning.
- Children are entitled to respect for their views and experience.

Based on Egypt CRC projects, interventions, observed activities and results, a number of recommendations could be directed to the different stakeholders who need to collaborate for enhancing the educational environment to allow space for effective participation of the students; topmost among these stakeholders are:

- **Policy makers** need to show commitment and supportive efforts towards the implementation of CRC. This will set a model for administrators who are in charge of the operational processes at various levels.
- **School administration** needs to understand the philosophy and rationale of CRC and to be oriented on the related articles and guiding principles, which they need to incorporate in their school contexts and practices. This will help the leadership of the educational organization to be aware of the implications and requirements of such change to provide a positive culture for better education that meets the child's needs. This supportive culture will not only help students but also their teachers to play a key role in the educational activities based on the understanding, support and delegation from the school leadership. The end result of this encouraging culture is having powerful and effective teams who are serving as change agents.
- **Teachers** need to be trained and have hands-on activities on the good practices of CRC implementations in schools. This will help the teachers to create their own activities that need to be tailored to fit into their students' interest, background and culture. Teachers will be able to give more freedom to the students to suggest and design their activities and projects, rather than just to be implementers of what teachers design or order them to perform. Teachers need to think out of the box and try innovative methods of carrying out their activities. They need to consider the students' input while designing their classroom activities as well as extra-curricular activities. Teachers need, also, to collaborate with their colleagues to design cross-subjects activities that will bring different and discrete subjects and specializations to the same table. This will be of an added value, simply because they are having the same goal; serving their own students.

- *Students* need to be aware of their rights, empowered and prepared for such active role from early stages and have good opportunities to practice their roles as good citizens. They need to be up to the expected level and behave accordingly. The students' self-esteem and trust need to be highlighted and encouraged. Their creativity is unlimited and they can make good use of many opportunities around them to express themselves and serve their schools and communities.
- *Community leaders* need to play an active role in supporting the students' initiatives and activities, and provide them with sincere guidance and appreciation. They are encouraged to attend CRC various activities that will lead them to be well oriented and supportive to the schools' initiatives.

To conclude, it is recommended that all stakeholders collaborate to accomplish their common goals and educational targets. Having a common ground and understanding of CRC philosophy and implications will help translating CRC articles into real best practices for empowering students to take the lead. Students should be active players in their schools and communities. All possible efforts and channels must be explored for the sake of *Empowering Students' Participation*.

Way Forward

Egyptian CRC change agents will network to:

- Collaborate and network with other entities who are serving the best interest of students to play an active role in supporting child rights and empowering child participation.
- Continue monitoring the trained teachers to assess their performance and its influence on students' practices.
- Continue supporting the establishment of Students' Council/Parliament to promote Child Participation in the targeted schools.
- Review and modify all materials and tools that were developed for Egypt CRC projects for coming up with a comprehensive training package to be used for future plans and expansion.
- Periodically publish the best practices on CRC Egypt Facebook page to share experiences.
- Encourage the previously trained teachers in CRC projects to train and share their experiences and best practices with new teachers.
- Expand training on CRC and Child Participation to enlarge the number of targeted schools and communities.
- Train the student-teachers on CRC principle with a special focus on Child Participation.

Continue supporting the new change agents and sharing our experiences with them.

Ethiopia



Ethiopia had its first team in batch 1 (2003) and in total have 11 teams and 27 change agents in batches 1-18 participated. The Bangkok seminar 2013 is focusing batches 8-14, where Ethiopia has 5 teams and 14 change agents.

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|----------|
| National | 5 | 1 | 4 | 0 | |
| Region/Province/District | 12 | 4 | 7 | 1 | |
| Local | 10 | 6 | 5 | 4 | |

Geographically the recruitment has been focused on Addis Abeba and SNNPR a region in the Southern part of Ethiopia. In Ethiopia education is mainly handled by the Regional Education Bureaus (REB), and we have had heads and members from the REB in Addis Abeba and SNNPR and also Amhara. The projects have had various focuses, but there has been a main emphasis on participation, mainly through student councils.



| | |
|--------------------|--------------------------------|
| Area: | 1,104,300 km ² |
| Population: | 91,195,165 (est. July 2012) |
| Capital: | Addis Ababa |
| Independence: | - |
| Official language: | Amharic (Working language) |

Ethiopia Post Conference Report

Abebe Demissie Admassie, Endalkachew Teresa Ambaw, Berhanu Belayneh Beyene, Biruknesh Aregaw Beyene, Damenech Dullo, Dilamo Otores Ferenje, Daniel Mekonnen Gemechu, Bisrat Ashebo Kaltamo, Haile Segaro, Aster Seyoum, Teferi Bellow Teferi and Tibebe Zenebe Woldekirkos.

Introduction

With a population of over 86 million and an area of 1.1 million sq. km, Ethiopia is the second most populous country in Africa. It is a multi-ethnic, multi-lingual and culturally pluralistic country (Wagaw, 1999).

Ethiopia signed in 1991 the United Nations Convention on the Rights of the Child (UNCRC). As signatory, Ethiopia is duty bound to report to the United Nations Committee on the Rights of the Child every five years on the steps it has taken in implementing the UNCRC. Accordingly, the country has devoted one of its constitutional articles (Article 36) to the core principles of CRC which by default is part of the law of the country. The national policy environment also reflects the core principles of the CRC as indicated in Family Law, Education, and Training Policies. There are also government structures directly involved in issues of CRC. Some of these include ministry of women, children and youth, Ethiopian Human rights commission, ombudsman. It is against this backdrop that Ethiopia took part in the international training programme (ITP) on CRC in Lund, Sweden. To date, about 30 change agents have participated in this training programme since its beginning, 2003. This post conference paper contains a synthesis of intervention project initiatives by five batches (8, 9, 10, 12, 13 and 14).

The titles of the change of projects for each batch are listed below;

- Batch 8-Combating Bullying in Primary schools
- Batch 9- Awareness creation and strengthening of child right clubs
- Batch 10- mainstreaming child rights in primary schools of SNNPR
- Batch 12- Students-to-students mentoring and tutoring services.
- Batch 13 School leadership

For the sake of convenience this report is organized in to five headings: Introduction, Rationale, Major activities, Results, Reflections, and The Way Forward.

Significance

Following the ITP, the change agents recognized that more work is needed to promote CRC in schools focusing on the three Ps. This is important for the following main reasons;

- There was a need to make the schools more child friendly
- To fill the gap in awareness in CRC knowledge among the school communities including parents.
- To enhance the involvement of the government in promoting the practices of CRC and
- To democratize the school governance system in line with CRC.

Based on the aforementioned rationale the change agents have designed and implemented five CRC projects in two regions (SNNPR and Addis Ababa City Administration) with following benefits:

- Inspiring schools children to be involved in voluntary works particularly in introducing and encouraging to exercise child rights;
- Strengthening relationship between school community particularly students to students, teachers to students, students to school administration and parents to schools.
- Provides opportunity for decision makers to gain new insights for policy and curriculum development.

Main Activities

As it was mentioned in pre-conference paper, nearly all the intervention projects were commenced with action plans; outlined the themes and activities. Then, main stakeholders were also communicated, training and workshops were conducted; manuals for prevention were made and monitoring and evaluation were also conducted to see the outcome of the projects and finally reports were produced. More specifically, in the post conference, the following main activities will be carried out by the projects/agents to sustain and institutionalize CRC towards the school set up.

- Designing and developing CRC communication materials or manuals (school CRC implementation and Mentoring and Tutoring manuals,) and media interventions in education
- Conducting awareness building programmes such conferences and seminars
- Carryout training for principals, teachers, parents, students, education officers, and other government officials working with children affairs.
- Conducting evaluations and assessments of projects' outcomes
- Strengthening the existing and establishing new CRC clubs in the schools
- Conducting awareness training for civic action groups namely School Children's clubs, such as CRC club, Gender club, Peace and Tolerance club, Child Parliament, Mini-media)
- Carry out experience sharing programmes among CRC clubs

Results/Outcomes

The CRC project has produced a lot of results, to mention some of them:

- A child friendly education approach has been implemented and institutionalized in the schools
- The support of the higher officials increased to implement CRC in schools
- A safe school culture has been created by the students, teachers and community as a result relation between students to students, teachers to students, school administration to students and teacher and parents to schools is improved
- The civic action groups become conscious of the rights of the child
- Increased participation of civil society organizations in CRC programmes
- Reduced workload to girls- domestic chores that were culturally given to girls are now being done by both boys and girls
- The attitudes of parents and teachers have improved towards of child rights.
- The institutional cooperation among education departments; child, youth and women affairs departments and other sectors has been strengthened.

Discussion/Reflections

Children in Ethiopia are entitled to the same basic human rights that adults enjoy, outlined by the following international laws such as International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Cultural Rights (ICESCR), International Convention on the Elimination of all forms of Racial Discrimination (CERD), Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) and Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT). These can be taken as an opportunity to enhance child rights and thereby to materialize democratic process in the future. Moreover, some initiatives were made by the government to institutionalize child rights in the country. For instance, establishing institutions such as: Human Rights Commission, Ministry of Women, Children and Youth Affairs, Ombudsman and some others

On the top of that the benefits of additional human rights that recognize they have a special need for protection. As it can be seen from the results, the change project brought about quite a number of benefits in the lives of school children in and out of schools. To mention some of them, children's participation in classroom, clubs and issues that concerns them has increased. Parents, teachers and childcare workers have become aware the basic rights of children and refrained from violence against children in any of its forms. Besides, the qualities of relationships among parents, students and teachers have shown some improvement as evidenced by the reports of some of the beneficiaries. This in turn led to the implementation of different schools programme

that are sensitive to the right of children. Given the limited time and resources, it can be said that the change project have achieved a lot.

However, there are still many challenges precluding the implementation of child rights in the country. This means some children in Ethiopia still continue to suffer from abuse and neglect of some types of child rights due to different reasons. One of the ongoing challenges in particular has faced the programme during its implementation and continues on into the future. Within the economic climate, teacher's salaries are low (approximately \$ 120/month). Consequently some need to find other sources of income to supplement their teaching salaries or are attracted to other work. As a result, there is a danger that the project may lose trained 'counselors' / teachers/ change agents to other fields and areas of work. While this will undoubtedly be a loss within the field of education, project teachers / counselors will of course take their new skills and awareness with them and potentially impact in this area within their newly chosen fields.

The second ongoing challenge to the project's impact is the legacy of authoritarianism in in School leadership environment and traditional set up of the rural community. This, again, has two implications. Firstly, a new generation for Ethiopia requires having room for participation. They don't need imposing of readymade things in their life. They don't have willingness to see officially finished things. Rather, they want to be recognized on their initiatives. Trainers, councilors / teachers and students need to take their own initiative in initiating activities within their schools and wider communities. Although some innovative and interesting initiatives were reported by some change agents, when asked where their ideas come from, many noted that change agents had provided ideas during the training workshops, or the regional education bureau or school directors provide ideas on an ongoing basis. Within a traditionally passive environment it may prove a challenge to teachers to encourage children and parents to come up with their own ideas. This leads on to the second implication. Although structures are now in place, with the child right clubs for children to raise and voice these rights, it is important to be aware that the potential exists for possible manipulation or hi-jacking of these structures and their capacity by more powerful actors. Therefore, all the projects need to be scaled up to reach out to more needy schools, children, teachers and parents throughout the country. Of course this requires mobilization of huge human and material resources which might be beyond the means of these change agents.

Way Forward

a) Sustainability

Undoubtedly one of the main strengths of the projects is its sustainability. This is illustrated in a number of ways. Firstly, in focusing on creation of awareness for child rights education among different stakeholders in all levels of government structure including schools throughout the country, the project has succeeded in developing a human rights base which will continue for years to come. The interest of other organizations in realizing this project for their own citizenship responsibility demonstrates the ongoing

sustainability of the projects' outcomes. Moreover, educational institutions see the projects as just the beginning for their ongoing work on child rights and plans on using the human development programmes thus developed for other programmes and projects.

Secondly, although within the limits of this project, this is difficult to establish definitively, both the findings from ongoing evaluation and monitoring by change agents as reflected in the project's progress report in preconference paper, and the testimonies of the teachers and students observations over the course of these projects suggest that, now days, the culture is changing within schools with relations between students and teachers gradually changing, even in schools where individual directors themselves might not have changed. With at least one teacher from all schools having been trained within the projects as counselor, children have the opportunity to be able to approach friendly face with their issues. Moreover, as the example from the schools in SNNPR demonstrates, once the programme is "mainstreamed" it proves difficult to remove its spirit and intent even if the programme itself disappears.

To sum up the projects sustainability, the change agents continue their efforts to strengthen and institutionalize the system of child rights by:

- improving the qualifications and commitment of teachers and principals working in the education system, and enacting measures to retain qualified and specialized staff to enhance the quality education service delivery;
- taking effective measures to improve coordination among stakeholders such as: the Ministry of Women, Children and Youth Affairs, Ministry of Education, Human Right Commission, Ministry of Social and Labor Affairs and Organizations delivering services to children;
- parents, school principals, teachers, student representatives and social groups should be trained about child rights, legal information, etc. this could be included in curriculum. Change agents should have mediation and facilitation role in this regard.

b) Net Working

In order to sustain the projects and to make them successful, establishing country team network is mandatory. Moreover, the following activities should be carried out:

- Strengthening the existing Lund University Alumni
- Establishing a network among change agents, schools
- Developing operational manual for network which specify operation system, fund mobilization directives, training module development, communication guide line, etc....)
- Conduct joint review meeting quarterly at national level and monthly at regional level.
- Assigning a focal person in the schools

India



India has its first team in batch 3 (2005) and in total 11 teams and 33 change agents in batches 1-18. The follow-up seminar 2013 is focusing batches 8-14, where India has 5 teams and 15 change agents.

Table 1. Change Agents’ professional position and the team’s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|------------------|
| National | 2 | 0 | 0 | 0 | |
| Region/Province/District | 20 | 2 | 6 | 0 | Teacher Training |
| Local | 11 | 9 | 9 | 5 | |

The Child Rights Programme is focusing Kerala, one of the 28 states in India, in south-west. The implementation of CRC in education, learning and teaching has been dominated by participants – or change agents – from *local schools and teacher trainers at the district level*. The change projects are often directed against *participation* in decision-making processes by students in primary schools.



| | |
|---------------------|---|
| Area: | 3,287,263 km ² |
| Population: | 1,210,193,422 (est. March 2011) |
| Capital: | New Delhi |
| Independence: | 15 August 1947 (from the United Kingdom) |
| Official languages: | Hindi, English |

India Post Conference Report

Carmaly Pathikunnel Abraham, George Joseph, Valsala Kakkattu Kovilakam, Mohamed Haris Kalayath, Marykutty Kuttippooovathinkai Mathew, Pushpa Mathew, Francis Pulayanparambil Devasya, Bhaskaran Pulikodan, Gracy Thazhathukudi Jacob, Gopakumar Thekkumpadam Veedu, Anil Kumar Valiyaparambath, Thankachan Varkey Vettukallumpurath and Baby George.

Frame of Reference

India, with its 1.21 billion citizens is the second most populous country in the world. After gaining independence from the British in 1947 the country has made remarkable progress in all fields. The constitution of India includes many provisions to ensure Child Rights. In 1974, the Govt. Of India adopted a National Policy for Children declaring the nation's children as 'supremely important assets'. A Juvenile Justice Act was enacted in 1986. The National Policy on Education (NPE) also was adopted in 1986. The 'Child Labour (Prohibition and Regulation) Act, also enacted in 1986 was a landmark legislation prohibiting child labour. India ratified the CRC in 1992.

Disability act (PWD) was introduced in 1995. The Right to Education Act (RTE), a revolutionary law came into effect in 2009. The Protection of Children from Sexual Offences Act" came in to effect in 2012.

Kerala, situated at the south-western tip of India is one of the 28 states of India. Noted for its high rate of literacy and multi- religious vibrant population, Kerala has made giant strides in all areas of human development, especially education and health. The people of the state and the administration are receptive to new ideas.

It is in this context that the Kerala CRC network evolved and has been able to do a commendably good work in the field of child rights in the state. Six change agents from Kerala attended the ITP on Child rights, Classroom and School Management at Lund in Sweden in batches 3-7. These change agents laid a strong foundation for the Kerala CRC network. They popularized the concept of child rights and their implications in school education.

The Change Agents who came in latter attending the course in batches 8-14 had to do their work related to CRC on the foundation built by these forerunners. The change agents in batches 8-14 were from the northern districts of Kerala, namely Kasaragod, Kannur, Kozhikode, Wayanad and Malappuram. After the training they joined network, widening its reach and scope The Kerala CRC network became more consolidated and the influence and reputation of the network has been growing over time.

Main Activities

1. Local Level

Earnest effort has been made to improve provision in schools. Some of the interventions are listed below:

- Providing breakfast and nutritious noon meal to children
- Supply of free uniform to children
- Transportation facility for children coming from remote places
- Ensuring safe drinking water to children
- Establishing child friendly class rooms/ smart classrooms with internet connectivity
- Conducting awareness programmes for parents to improve provision for children at home
- Vegetable cultivation and farming with the support of Local Self Govt. to improve noon meal
- Training in self-supporting and Job-oriented areas such as soap making, bag making, stitching etc.
- School Radio Programme
- Student Photo Album in the classroom
- Placing complaint box/Suggestion box for redressing students' grievances
- Display Board highlighting Child Rights and code of conduct in schools
- Awareness programmes for children for self-development
- Life skill training for self defense – cycling, swimming, Kalari etc
- Help desk for addressing issues related Child Rights
- School Parliament for ensuring students' participation in school activities
- Class councils for students participation and voicing their ideas and suggestions
- Leadership training for students
- Pupils-Parents-Teacher Association
- Film Club and Film making
- Individual Development Plan for students
- Confidence building classes for girls

2. District Level

- Teacher training
- Headmasters/School Principals' training
- Training to Local Self Government members and officials
- production of materials – for teachers and parents
- Blogs for popularizing and sharing ideas and initiatives on Child Rights

- Studies on Child Rights issues
- District level Parliament for students
- District level initiative for enrolment- providing transportation, food and awareness campaign with the help of Local Self Governments.
- District level seminars related to Child Rights issues
- Linkage with NGOs for protecting Child Rights

3. State Level

- Cascade mode training on Child Rights and related concepts for all teachers – primary, secondary and higher secondary.
- Material preparation for all stakeholders
- Intervention from a Child Rights perspective during the formulation of the 'Right to Education Rules' in the state.
- State level seminar for popularizing Child Rights.

Results

The individual and combined work of the CRC Change Agents of Kerala has produced the following results in the state:

1. Children in the project schools have become aware of their rights-able to make short films on Child Rights issues, asking questions to teachers, arguing in Parliament on various issues related to school.
2. Wide-spread awareness of CRC has been created among the state authorities; that resulted in curriculum development, teacher training and material development.
3. Teachers have been made aware of Child Rights and their role in protecting them. Corporal punishment has become rare in schools. Children have a voice in taking decisions in schools in matters pertaining to them. Teacher-parent interaction has become more frequent.
4. Students' Councils have been formed in all the project schools. They have been functioning quite well. Issues raised by children in class councils have been taken up by the authorities; e.g.: abuses, parental neglect etc.
5. Vigil Committees have been started in schools with a view to intervening in case of Child Right violations.
6. Display Boards listing Child Rights have been erected in the project schools and many other schools in the state. This helps in making these schools child friendly.
7. Suggestion Boxes have been placed in many schools; this helps children to lodge complaints and suggestions. The follow up action taken based on the complaints and suggestions of children have helped them to develop self confidence.
8. Transport facilities have been arranged in some of the project schools for tribal children. This helps to reduce drop out rate.

9. In Wayanad District the District Panchayat has begun giving breakfast and improved the quality of noon meal to ensure retention in schools.
10. Pupil-Parent-Teacher Associations (PPTA) have been started in schools. This has given children a chance to express their views on different issues that concern them. Class PPTA Executive Committees have been begun in schools. They have given children more involvement in decision making.
11. Parents have begun to involve more in the affairs of the school. Habitation wise parents' meeting have been conducted and issues related to Child Rights and achievement of children. This has improved the learning achievement of children.
12. Skill based training in areas like tailoring, farming, book binding and soap making is given to children in some schools. The money so earned is utilised for the welfare of the children.
13. Training is self defense and useful skills – swimming, cycling, Karate, Kalari etc.

Discussion/Reflections

We can proudly say that the combined effort of the CRC change agents in Kerala has produced substantial improvement in the status of Child Rights in the state. As educators, our effort has been to ensure the rights of the children in the context of schools. The interventions have led to improved awareness among all stakeholders. Authorities are consciously trying to implement measures in tune with the rights of children. The Right to Education Act enacted by Government of India has provided a good base to ensure Child Rights in relation with schooling. A Sourcebook on Child Rights for all stakeholders is being prepared by the State Institute of Educational Management And Training (SIEMAT). Our Mentor Prof. Per Wickenberg participated in one of the writing workshops.

Sustainability is the challenge we face now. This can be achieved only through persistent effort. But we can be happy that the mindset of the general public and teachers have altered positively towards Child Rights. The media is also playing a big role in bringing out violations of Child Rights.

There is a need to include more Change Agents to carry the work forward as some of the persons who were in the decision making levels of the educational hierarchy have retired. It will be useful in future to infuse more young blood from the decision making levels as the network takes up joint ventures utilizing the existing system of education in the state and using funds from different educational agencies.

Way Forward

The Kerala network of CRC change agents has already done commendable work at different levels. The team plans to take up the following tasks to take the CRC work in Kerala to new heights:

1. Project expansion/extension

The change agents have decided to continue their projects more intensively in their field of activity. They have also decided to try to extend the scope of the projects to more areas.

2. Increasing the frequency of network meeting

It has been decided to hold network meetings more frequently, at least once in three months.

3. More combined activities

The network would like to take up more joint ventures at district and state levels.

4. Formation of an NGO as a registered society

We plan to form a Non Governmental Organisation to work as a pressure group to intervene in cases of violation of child rights.

5. CFS in CFS

The network plans to support the formation of children's film societies in child friendly schools

6. Launching of Blogs

7. Face Book Group of CRC change agents

We plan to strengthen the network through social network media (Facebook) and link it with global Facebook group of CRC change agents.

8. Convergence of different agencies working with child rights

Our network plans to try for convergence of different agencies- both governmental and non-governmental, who works with Child Rights in Kerala. We intend to seek the assistance of UNICEF in this.

9. Regional networking in Asia

The network would like to link up with the CRC networks in other Asian countries for regional cooperation in areas of common interest.

Indonesia



Indonesia has its first team in batch 1 (2003) and in total 12 teams and 36 change agents in batches 1-18. The follow-up seminar 2013 is focusing batches 8-14, where *Indonesia* has 5 teams and 15 change agents.

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|--|
| National | 2 | 0 | 0 | 0 | |
| Region/Province/District | 24 | 6 | 10 | 4 | UNICEF, Teacher training and local schools |
| Local | 10 | 11 | 9 | 5 | |

The Child Rights Program is focusing Central Java, one of the regions of the most populated island in *Indonesia*. The implementation of CRC in education, learning and teaching has been gradually dominated by participants from *teacher training institutions* (IKIP PGRI, Semarang and Muhammadiyah University, Surakarta) and directed against development of child-friendly teaching models and child friendly schools *in cooperation with local schools*.



| | |
|--------------------|--|
| Area: | 1,904,569 km ² |
| Population: | 237,641,326 (est. May 2010) |
| Capital: | Jakarta |
| Independence: | 17 August 1945 (from the Netherlands) |
| Official language: | Indonesian |

Indonesia Post Conference Report

L Endang Ariyantini, Nur Hidayat, Umi Hidayati, Intan Indiaty Binti Soegiarto, Riana Martin, Egar Ngasbun, Arso Setyaji, Sri Suciati, Listyaning Sumardiyani, Senowarsito and Trimio.

Frame of Reference

Children's rights

Child's right is a part of Human Rights since "child" as found in article 1 of the Convention on the Rights of the Child (CRC) is every human being below the age of 18, and Human Rights are the rights that one has simply because one is human. As stated in the Convention on the Rights of the Child, children are entitled to have right to participate (article 12), freedom of expression (article 13), right to freedom of thought, conscience and religion (article 14), right to freedom of association and peaceful assembly (article 15), right to protection from all forms of violence (article 19) which was ratified by Indonesian Government on August 25th, 1990 with Presidential Decree number 36/1990 and the Law Number 23/2002 on the Child Protection on October 22nd, 2002, right to leisure, play and culture (article 31), and right to education (article 28, 29). These rights are important to apply in education.

Particularly, right to education as stated in article 28 of the Convention on the Rights of the Child emphasizes on the basis of equal opportunity. It reflects the fact that large numbers of children suffer from discrimination in access to education, mainly girls, children with disabilities, minorities and children from rural communities. Since education is expensive, article 28 states the core minimum: free, compulsory primary education for all, and different forms of secondary education and vocational guidance "available and accessible" to all. Higher education must be accessible "on the basis of capacity". The article also addresses the form of education, to the extent that States must take measures to reduce school dropout rates and to ensure that school discipline respects the child's rights.

In conducting education, one should be considered what it is called 3 P:s (Provision, Protection, and Participation).

Provision is related to the availability of children's needs like attention, love, rewards, and reinforcement, etc.; in a broader sense it is in relation to the best interest of child. The Committee on the Rights of the Child has highlighted article 3(1), that the best interests of the child shall be a primary consideration in all actions concerning children, as one of the general principles of the Convention on the Rights of the Child, alongside articles 2, 6 and 12.

Protection – as guaranteed by the UN's Convention on the Rights of the Child of November 1989 – the Committee on the Rights of the Child underlines that "young children are holders of all the rights enshrined in the Convention. They are entitled to

special protection measures and, in accordance with their evolving capacities, the progressive exercise of their rights”. And, there should be consistency, for example, in the ages set for the completion of compulsory education.

Indonesia had ratified it on August 25th, 1990 with Presidential Decree number 36/1990 and the Law Number 23/2002 on the Child Protection on October 22nd, 2002 – becomes a serious issue in our education realm. Mis-governments’ policy on National Exam lead students get mental depression since it is quite hard to pass the exam. Mistreatment, sexual harassment and corporal punishment are still on-going at schools. Systemic punishments as rule in most of our favorite schools lead some students lose their schools.

Participation is the right to act by which students can express the freedom of conscience. As stated in The Universal Declaration of Human Rights states: “Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers” (article 19). It guides students to be active at school. It is also highly expected in the older teaching model CBSA (the Way of Students’ Active Learning). Although it has been introduced since 1984 through the 1984 Curriculum, up to now with new model PAIKEM students are still lacking of participating either in the classroom or at school. Group participation is usually done in main activity in which there are some different activities at the same time. Individual participation gives students opportunity to choose their own interesting activity.

Children’s rights in Indonesia

In Indonesia education is not expensive but some favorite schools are dear. The Indonesian government currently holds free and compulsory primary education for all children. The government policy on education is quite good but there is limitation – the huge number of population – that leads the higher education not free, but still accessible. To uphold discipline like punctuality, good behavior, and dress code, some schools neglect the child’s rights; school community (particularly, principals and teachers) considers that punishment could be still properly done. It is also believed that punishment enable learners to improve their achievement since learners are afraid of being punished by teachers when they do not the complete their tasks or homework.

Freedom of expression and freedoms of conscience are not yet given to learners in Indonesia. In effect, most Indonesian learners tend to be frightful, and shy. This condition makes learners inactive with little creativity.

Concerning Provision – children’s rights to food, health and education – Indonesian government has developed programmes such as some additional foods provision (PMTAS/*Programme Makanan Tambahan Anak Sekolah*) and milk distribution (*Gerimis/Gerakan Minum Susu*) at schools. The government also provides some natural science mediating materials and other school facilities like school net in all state SMP/SMA (Junior High Schools/Senior High Schools) throughout Indonesia through JARDIKNAS NETWORK. The government also provides it in most of Elementary

schools in urban areas. Some schools, however, still lack of facilities such as library, laboratory, mediating materials, supporting environment as learning resources.

Protection is a serious issue in Indonesia. Governments' policy on National Examination causes learners' mental depression since it is quite hard for them to pass the exam. Mistreatment and punishment still happen at schools. For example, schools' punishment – giving points to learners who break the school rule – in most favorite schools of Indonesia make learners dropped from their schools.

Many learning models are developed in Indonesia. But this has not, so far, successfully changed school community's attitude and behavior. Among of them are CBSA (Way of Student's Active Learning) from 1984, PAKEM (Active, Creative, Effective, and Joyful Learning) from 1994 – then developed into PAIKEM (Active, Innovative, Creative, Effective, and Joyful Learning) from 2004. PAIKEM as learning model emphasizes more on way of student's self-learning. This model stimulates joyful learning, and it becomes main principle in this model since it enables learners to arouse their motivation. The model will be more meaningful if teachers give learners their rights. One possibility is to include 3 P:s into PAIKEM and then it becomes *Child Friendly Teaching Model* (CFTM), a teaching model developed by IKIP PGRI Semarang on the basis of CRC aiming at accommodating child rights.

CFTM is a means of conveying the concept of child rights into classroom practices and school management. It has been developed by Indonesian change agents (from Batch 9, and revised by the batches after). It is now definitely established as a framework to be used in practice. It takes its point of departure from the syntax of CFTM (Child Friendly Teaching Model) in four steps namely: Engaging, Activating, Sharing, and Empowering (EASE).

1. Engaging

This activity is aimed at stimulating learner's curiosity by involving learners in (1) finding deep information on material topic; (2) applying some learning approach, media, and other learning-sources; (3) facilitating learners-learners as well as learners- teachers interactions, environment; (4) involving learners actively in every learning activities, and (5) facilitating learners to make experiment in laboratory, studio, or outdoor.

2. Activating

After engaging activities introduce material topic, the following activity (activating) aims at stimulating learners to be active in teaching learning process through (1) getting learners to be used to reading and writing by doing particular meaningful task; (2) facilitating learners through giving task discussion to create new ideas in speaking or writing activities; (3) giving chance to think, analyze, solve problem, and to act confidently; (4) facilitating learners to have fair competition to improve their achievement.

3. Sharing

This activity is carried out to facilitate learners to communicate and share the result of their analysis and discussion which can be done to facilitate learners (1) to learn material cooperatively and collaboratively; (2) to report the result of analyzes and discussion in spoken and written form individually or in group; (3) to present various individual and group work.

4. Empowering

This activity is aimed at empowering learners which can be done by (1) facilitating learners to make presentation, display, tournament, festival; (2) facilitating learners to do various activities that improve their pride and self confidence among students; (3) giving a positive oral or written feedback, reinforcement and reward for learners achievement; (4) confirming learners' result of their discussion and presentation; (5) facilitating learners to make reflection; (6) facilitating learners to improve their basic competence.

Implementation of CRC at and Through Teacher Training

Teacher Training and Education Institute of the Republic of Indonesian Teachers Association of Semarang (IKIP PGRI Semarang) now plays an important role in the dissemination of CRC and development of the CFTM model. The institute was established on July 23 1981, under the supervision of Indonesia Teachers Association (PGRI) of Central Jav. It has four faculties of undergraduate (S1) programmes: Pedagogy Faculty (3 programmes: Counseling Pedagogy, Primary School Teacher Education, Pre-School Teacher Education), Math & Natural Science Faculty (3 programmes: Mathematics, Biology, and Physics), Social Science Faculty (one programme: Civics Education), and Language and Arts Education Faculty (3 programmes: English Language Education, Indonesian Language Education, and Javanese Language Education) , and Education Management Post Graduate Programme. Now IKIP PGRI Semarang has more than 10.423 students with 495 lecturers. Every year, this institution trains approximately 1,600 teacher candidates who will work at schools all over Indonesia. The new policy of the institution places CRC as one of the compulsory materials given to teacher candidates.

For the sake of Indonesian change agents' programmes sustainability, IKIP PGRI Semarang is currently starting to develop, support and facilitate the establishment of *Center for Child Rights* and empower all the Indonesian change agents to conduct research on CRC implementation in Indonesia. The position of the Center illustrated in the figure below shows the connections between different initiatives taken by change agents and by different actors in the implementation of CRC.

Externally, the dissemination of CRC has been done and planned through and together with potential NGOs, such as PGRI, Muhammadiyah and UNICEF, and mass

media such as Indonesia Republic Television (TVRI), Indonesia Republic Radio (RRI), magazines and books. PGRI is a teacher organization founded in national, province, and district level and it has close connection with teachers and schools in Indonesia. Muhammadiyah is one of the biggest Islamic organizations in Indonesia and it has many Islamic Schools (called Muhammadiyah schools) at all levels (pre-school to university). UNICEF is an international organization which has significant contribution to Indonesia education development at all levels. Mass-media has its important role either in exposing information, broadcasting or publishing the activities relating to CRC. Magazines and newspapers such as, *Lontar* (IKIP PGRI Jurnal), *Derap Guru Jawa Tengah* (monthly bulletin) and *Suara Merdeka*, a local (Central Java) newspaper have contributed a lot in circulating the information about activities initiated by change agents.

Internally, IKIP PGRI Semarang has some units which contribute to dissemination of CRC at schools and society. Those units are *Institution of Teacher Profession Development and Education (LP3G) covering Student Teaching Practice (PPL)*, *PPG (Pre and In Service Training for Teachers)*, *PLPG (In Service Training for Teachers)*, and the other unit – *Students Community Work Services (KKN)*, *Lecturers Community works Services*, and the *public relations* which manage some medias such as Radio (Edutop), Website (www.crc.ikippggrismg.ac.id and www.ikippggrismg.ac.id), and internal magazines and newspapers. A **Book** of *Hak-hak Anak* (Child Rights) has been launched and distributed to stakeholders and model schools in Central Java, and a **Module** of CFTM has been used as guidance for teachers in CFTM implementation in teaching learning process at schools.

Main Activities

All Indonesian teams of batches 8, 9, 11, 12, 13 do the following activities.

The first activity is coordination with (1) Rector of IKIP PGRI Semarang; (2) Chairman of PGRI of Central Java Province; (3) Head of Education Officer.

The second activity is sensitization on (1) the abolition of violence to children, (2) Child Friendly Teaching Based on 3Ps.

The third activity is training and workshop on CRC-based teaching. The materials of the training and workshop cover (1) Technique of Teaching Mathematics for Learners in CRC Perspectives; (2) Teaching-Learning Social Science in CRC Perspectives, and (3) Elementary Teachers Case Studies.

The third activity is (1) model school management monitoring, (2) test observation in class (3) Students Council (OSIS) meeting, (3) teaching learning process observation (4) Interview with headmaster of Cluster Schools, (4) teaching learning process observation in the Cluster Schools, (5) School Committee of Model Schools meeting.

The third activity is evaluation. It was done twice in every model school. The evaluation was addressed to Headmaster and Teachers. It was through in-depth-interview on: classroom management, relationship among schools community, teachers' preparation,

facilities of the teaching practice, teaching learning process, school management, school rules, students' participation and motivation, remedial teaching, students' guidance, and punishment.

The fourth activity is the follow-up programme. From this activity, we know that all Indonesian teams of batches 8, 9, 11, 12, 13 found the same difficulty that not all teachers accept the idea of Child Friendly Teaching Model (CFTM) because they think it a new teaching model that is totally different from the existing one, PAIKEM (Active, Innovative, Creative, Effective, and Joyful Learning). It is important to know that the changes of teaching model in Indonesia frequently happen. It is the reason for them not to easily accept the new ones. As the follow up, therefore, the idea of Child Friendly Teaching Model (CFTM) along with PAIKEM were introduced.

Some teachers of cluster schools who do not join the training on CRC principles and CFTM are reluctant to abolish punishment in classes. Sensitization on CRC principles and CFTM at the cluster schools were then carried out.

Results

a) CRC principles at schools

The headmaster of model schools (SMP PGRI 10 Kendal, SMAN 3 Semarang, SDN Magelung 1, SDN Secang 1, and SMPN 1 Tempuran) properly practices CRC principles in their schools management. They highly motivates teachers to implement classroom management on the basis of CRC, supervise teachers' preparation for the classroom management on the basis of CRC, facilitates the child friendly teaching practice, creating good communication at schools, supervise child friendly teaching process, and practices CRC principles on school management in terms of transparency, accountability, and participation.

They are all very democratic. They bring their leadership into open-minded atmosphere. Communication is highly put up; they always communicate the school problems to teachers and parents' council. And, through communication they can convince that CRC principles are properly applied in the classroom and in the school management. They also give learners opportunity to talk at schools. For that reason, particularly at SDN Secang 1, the headmaster builds students' council. The headmaster of SDN Secang 1 admits that our activities (socialization and training on CFTM and CRC principles) changed his leadership approach into more democratic leadership. He gives more spaces of participation to teachers and learners. Now, headmasters of all model schools (SMP PGRI 10 Kendal, SMAN 3 Semarang, SDN Magelung 1, SDN Secang 1, and SMPN 1 Tempuran) strongly improve provision, participation and protection – no more punishment is practiced at the schools. Such efforts are now implemented in Cluster schools. Even, SMP PGRI 10 Kendal, the principal of which, joined the training programme in Lund takes new initiatives to let all the students pass the examination.

b) Implementing CRC principles in the classrooms

Teachers (from model schools and cluster schools) who joined training on Child Friendly Teaching have good understanding on 3 Ps (provision, participation, and protection). Now, they practice them in classroom management when they are teaching. It is well conducted; teachers give much attention. They are honest and straightforward, and they love the learners, and also involve the learners to actively participate in teaching-learning process. They teach using particular lesson plan of Child Friendly Teaching Model (CFTM).

However, some of those (from cluster schools) who did not join the training still have some rejection particularly for participation, and protection. They give little space of students' participation. In particular case, it is hard to change mindset of religious teachers; they still agree with punishment. It is also hard to change the norm that some teachers feel inconvenient to have some questions, interruptions from students when teaching-learning process is going on. To build disciplines among students they still bring punishments into classroom.

For this, we expect that the teachers of cluster schools who joined Child Friendly Teaching Training are able to influence others at their own schools.

c) 3P:s implementation in the classroom and at school

The learners of cluster schools are now courageous to exercise their basic rights. Learners' participation in the class increases: (1) teachers give more provision (like, compliment, reward, prize, etc), (2) teachers encourage learners to express their ideas, and (3) punishment is rarely committed.

At present, they enthusiastically exercise their basic rights in the classroom and at school. They express their ideas, ask some questions, answer teachers' questions. They are also very active in learning, do their tasks well, build good communication with teachers and their friends at schools, enjoy working in group, and obey the rule they have come to terms.

d) Support of CRC implementation in the classroom and at schools

The parents' council of model schools (SMP PGRI 10 Kendal, SMAN 3 Semarang, SDN Magelung 1, SDN Secang 1, and SMPN 1 Tempuran) fully supports CRC implementation in the classroom and at schools. It is true that the role of parents' council is quite significant. It influenced the headmaster's policy. They agreed and believed that the headmaster and teachers will do their best for their children. Moreover, the goal of Child Friendly Teaching Model is good for students. They all the way agree to change punishment into responsibility.

The head of education officer of Semarang, Kendal, and Magelang districts fully support CRC implementation in the classroom and at schools throughout the districts and hope the model schools enable the teachers to disseminate CRC principles throughout Semarang, Kendal, and Magelang beginning from cluster schools.

Discussion and Reflections

The results above show that our efforts succeeded in implementing 3P:s (Provision, Protection, and Participation). One of them is the application of Child Friendly Teaching Model (CFTM) at School Models it was then developed in cluster schools. This means that the effort encourages us to do more activities in wider areas, at more schools, to more principals, teachers, and more students.

The followings are the activities of CFTM at Teacher Education Institute (IKIP PGRI Semarang) and some needs improvements: (1) Book publication on Child Rights; (2) Revision of CFTM module; (3) CFTM inclusion as supplementary material in syllabus (4) enhancement of teacher supervisors' awareness on Child Rights; (5) Child Rights inclusion as supplementary material in Students Community Work Services (KKN) syllabus.

Teachers at Model and Cluster Schools show their high commitment in the implementation of Child-Friendly School and CFTM in classroom. In practice, cluster schools, particularly, need mentoring, evaluation, and follow up. And, the schools need to be in the long run inclusive schools.

School committee and Head of education office at district level as stakeholders play their role in giving big supports in the implementation CRC principles.

In doing the networking, change agents from different institution are informally connected.

Way Forward

In the long term, headmasters and all teachers throughout Indonesia will adopt CRC principles and Classroom management integrated in the classroom activities and school life. To achieve the target, we all Indonesian teams of 8, 9, 11, 12, 13 batches are going to work all out in actions as it is described in the "Grand Design". We will make use of PGRI organization under Sulistiyo as the general chairman of the organization to disseminate CRC principles and Classroom management throughout Indonesia.

IKIP PGRI Semarang graduates will be then change agents who will continue to spread out CRC principles to schools throughout Indonesia. To keep the programme sustainability, cluster schools need mentoring and monitoring as it was done to Models schools in order that all teachers of the cluster schools could be effective change agents.

It is so important to infuse CRC concept into syllabuses of PPL and KKN of IKIP PGRI Semarang and it is then implemented as compulsory material for all students and lecturers. To support the implementation of CRC principles, it is important that comprehensive revision of CFTM book be done.

It is also important that internal and external networking be systematically developed and tightly enhanced as illustrated in the design above.

References

- Hodgkin Rachel, 2007. *Implementation Handbook for the Convention on the Rights of the Child*. Geneva. Atar Rotto Presse.
- Implementation Handbook for the Convention on the Rights of the child. United Nations Children's Fund. 2007
- Ipah, DN. 1985. *Keterampilan Memberi Penguatan*. Jakarta: Dirjen Dikti.
- Jhon I Bola. *Keterampilan Mengelola Kelas*. Jakarta. Dirjen Dikti
- La Sulo, et al. 1980. *Micro-Teaching*. Jakarta: P3G. Depdikbud.
- Mapassora dan La Sulo. 1982. *Pengembangan Programme Pengalaman Lapangan*. Jakarta: Proyek Pengembangan Pendidikan Guru (P3G). Depdikbud.
- Nana Sudjana, 2002. *Penilaian Hasil Proses Belajar*. Bandung: Remaja Rosdakarya
- Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan.
- Peraturan Menteri Pendidikan Nasional Nomor 41 Tahun 2007 tentang Standar Proses
- Raffis Kosasi dan Raka Joni. T. 1985. *Keterampilan Menjelaskan*. Jakarta: Dirjen Dikti.
- Raffis Kosasi. 1985. *Keterampilan Mengadakan Variasi*. Jakarta: Dirjen Dikti.
- Ratnaningdyastuti, 2006. *Pembelajaran Micro (Microteaching)*. Semarang: UPT PPL IKIP PGRI Semarang.
- Soli Abimayu dan Ipah, DN. 1985. *Keterampilan Bertanya Dasar dan Lanjut*. Jakarta: Dirjen Dikti.
- Soli Abimayu. 1985. *Keterampilan Membuka dan Menutup Pelajaran*. Jakarta: Dirjen Dikti.
- Sulistyo et al. 2011. *Hak-hak Anak*. Semarang: IKIP PGRI Semarang Press.
- Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
- Undang-undang Nomor 23 Tahun 2002 tentang Perlindungan Anak
- Wardani, I.G.A. dan Raka Joni, K. 1985. *Keterampilan Mengajar Kelompok Kecil dan Perorangan*. Jakarta: Dirjen Dikti.

Malawi



Malawi had its first team in batch 3 and in total 10 teams and 29 change agents in batches 1-18. The follow-up seminar 2013 focus batches 8-14, where *Malawi* has 3 teams and 8 change agents.

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|----------------------------------|
| National | 10 | 0 | 2 | 0 | |
| Region/Province/District | 11 | 4 | 4 | 1 | Some projects are district/local |
| Local | 8 | 6 | 2 | 2 | |

The focus of the projects represented in Bangkok is on reducing dropout rate due to pregnancy and child labor and on different forms of student participation. The target areas for the three teams in Bangkok are Lilongwe and Mchinji district.



| | |
|---|---------------------------------------|
| Area: | 118,484 km² |
| Population: | 14,388,600 (est. July 2011) |
| Capital: | Lilongwe |
| Independence: (from the United Kingdom) | 6 July 1964 |
| Official language: | Chichewa |

Malawi Post Conference Report

Steve Banda, Martha Ndeyana Kwengwere, Ernest Matengo, Grace Mulima, Mercy Mwapasa, Elizabeth Ngongonda, Derex Francis Edwin Souza and Besta Yotamu.

Frame of Reference

Child rights issues in Malawi are derived from various legislations ranging from national to international. Internationally, Malawi as a member of the United Nations ratified the Convention on the Rights of the Child (CRC) in 1991. Further, Malawi is party to other international legislations such as the International Covenant on Economic, Social and Cultural Rights (ICESCR) under Article 10, 12 (2) (a) and 13, International Covenant on Civil and Political Rights (ICCPR) under Article 14(4) and 24 and the African Charter on Human and People's Rights (APCHPR). Malawi is guided by the Universal Declaration of Human Rights under Article 25(2).

Nationally, Malawi has shown commitment towards the welfare of children as evidenced by Chapter IV Section 23 of the Republican Constitution that clearly stipulates the children's entitlements in as far as their rights are concerned. Additionally, the Child (Care, Protection and Justice) Act of 2010 that seeks to supplement the Constitution by incorporating provisions aimed at protecting and upholding the best interest of the child. Further to that, the Act also serves to strengthen the child justice system in Malawi by emphasizing on rehabilitation of child offenders and their reintegration into society.

The introduction of the Act, has brought with it new provisions covering matters such as duties and responsibilities of parents towards their children; determination of children in need of care and protection. It also covers guardianship; fosterage; residential placements; powers and procedure of child justice courts in care and protection matters; duties and functions of local authorities relating to child care and protection; and protection of children from undesirable practices. Other interventions to complement the Act are spearheaded by various government and non-governmental institutions. For instance the Malawi Human Rights Commission has a Child Rights Directorate that works towards the promotion and protection of child rights. At Parliament level, issues to do with child protection are handled by the Parliamentary Committee on Social and Community Affairs. Coordination of activities on child rights at Ministerial level is done by the Ministry of Gender, Children and Social Welfare.

The presence of the requisite legislations and enabling will from various stakeholders, gave the Malawi Change Agents Network members from the mentioned batches that impetus to forge ahead in enhancing the welfare of the child through implementing various activities.

Main Activities

The three batches carried out a number of activities as outlined below

1. Baseline survey

In all the three change works, quantitative and qualitative baseline surveys were conducted in order to ascertain a starting point for interventions. Batch 8 tackled issues on sexual reproductive health, guidance and counselling within and outside the school. After the survey the change work tried to clear doubts, myths, beliefs and some misconceptions concerning sexual reproductive health and re-admission policy as some learners believed that they could not do without having boys/girl friends at school. Further, some parents doubted whether they could probe into other peoples' children bad behaviour or just ignore everything.

Batch 11 conducted a survey in Mkanda area in order to know the rate of school dropout due to child labour. The area in question where the study was conducted is predominantly a tobacco growing area which has a number of tobacco estates, a situation that exposes children in the area to child labour.

Batch 13 conducted a survey in order to establish the extent of the target group's knowledge and understanding on child rights and responsibilities and the importance of participation of children in matters that affect them.

2. Sensitization/Awareness Campaigns

The Change Agents engaged different stakeholders in awareness and sensitisation meetings. The idea was to enlighten them on respective projects in terms of scope in order for them to appreciate the importance of the change work. In turn the sensitized stakeholders welcomed the change works and gave the required moral and material support for the success of the Change Works. These stakeholders included the Ministry of Education, Science and Technology, the Division Education Managers, Primary Education Advisors, Head Teachers, Teachers, School Committees, Parents and Teachers Associations (PTAs); traditional leaders; faith based leaders; learners; school councils; Mother Groups – organisations linked to Forum for African Women Educationists in Malawi. Malawi Human Rights Commission and UNICEF played an important role in supporting the change works by providing Information, Education and Communication (IEC) materials.

3. Establishment of school councils

As a way of bringing learners on board in the teaching and learning process the change works facilitated the introduction of school council and election of leadership. School council leaders were on a number of occasions engaged to put in place terms of reference for their portfolios for them to understand their work, rights and their corresponding responsibilities

4. Launch

Each change work was launched for purposes of explaining the projects' concepts to the targeted stakeholders.

5. Construction of girls' hostel

Change Agents facilitated the construction of girls' hostel at Mkanda Secondary School in order to curb challenges, which girls were facing as a result of renting houses away from the school premises that contributed to early pregnancies. The construction of the girl's hostel drew community participation with an aim of enhancing the spirit of ownership.

Results

During the implementation of the change works there have been pointers that show there has been progress in the respective change works as outlined here below:

1. Results on reduction of school dropout due to pregnancy (Batch 8)

Since the change work was conducted it has been noted that drop-outs due to pregnancy has changed for the better since girls are allowed to come back to school after delivery. The sensitization and awareness campaign helped reduce discrimination against girl dropouts. However, there is evidence that learners are still dropping out of school due to other reasons apart from pregnancy.

The information below is part of the evidence.

Data about enrolment:

The table below show students returns by sex:

| SEX | FORM 1 | FORM 2 | FORM 3 | FORM 4 | TOTAL |
|-------|--------|--------|--------|--------|-------|
| BOYS | 53 | 56 | 43 | 68 | 220 |
| GIRLS | 41 | 41 | 29 | 26 | 137 |
| TOTAL | 94 | 97 | 72 | 94 | 357 |

From the numbers above the number of girls are still on the lower side, despite national selection being 50-50 into form 1. There are a lot of contributing factors to drop-out rate due to pregnancy apart from girls walking long distances to school and child labour. Others are, harmful cultural practices (early and forced marriages), peer pressure, cross-border trade existing in Mkanda area and poverty.

Dropout rate

As of 11th June, 2012 the drop-out rates is as follows:-

| FORM | NO: DROPPED-OUT | TOTAL NO: IN CLASS | PERCENTAGE (%) |
|------|-----------------|--------------------|----------------|
| 1 | 14 | 45 | 31 |
| 2 | 3 | 43 | 7 |
| 3 | 5 | 32 | 16 |
| 4 | 5 | 26 | 23 |

Form 1 has the highest number of dropouts seconded by form 4. Only 2 girls dropped-out because of lack of school fees but the rest dropped-out due to pregnancy. From a total population of 146; 28 girls dropped-out due to pregnancy giving a representation of 19%. It has to be noted that marriage has a very strong influence in the community and that those families that have no role models do not appreciate the importance of education unless more awareness campaign on CRC become frequent in Mkanda area.

2. Results on Reduction of School Dropout due to child labour (Batch 11)

The results hinged on frequency of school attendance, types of labour done by children in Mkanda area and reasons why children are involved in labour instead of going to school.

Pupil enrolment figures in all the three schools have been rising as a result of the change work intervention as well as that of preceding batch 8 who as earlier mentioned (see table below)

Mkanda Secondary School Enrolment (2009 – 2012)

| YEAR | BOYS | GIRLS | TOTAL |
|------|------|-------|-------|
| 2009 | 147 | 105 | 252 |
| 2010 | 135 | 115 | 250 |
| 2011 | 167 | 144 | 311 |
| 2012 | 199 | 135 | 334 |

- Pupils' absenteeism has dropped after our intervention and most parents sent their children to work after school hours instead of sending them during school hours.
- Girls hostel, kitchen and pit latrines constructed through community contributions and involvement as a direct result of awareness initiatives of Batches 8 and 11.
- Fully functional child rights clubs in all the 3 schools in Mkanda area.
- Traditional Authority Mkanda has been involved in both batches 8 and 11 projects. As a result of his active involvement in education and maternal health activities in his area, government recently recognised his efforts by promoting him to Senior Traditional Authority status.

3. Results on child (learner) participation (Batch 13)

It was noted towards the end of the project that participation promoted the well-being and development of children. It was not simple for the learners to understand any of the rights, but their involvement in activities of the school was a milestone to achieving the spirit of the CRC knowingly and or unknowingly. Children are now able to build competences, confidence, develop skills and talents. It has also encouraged children to make better decisions about their future. In addition, a student council was instituted at Chimutu School and it is functional. Of particular interest is a child rights club which was introduced. These groups are responsible with running all issues to do with child rights and participation of the learners at all levels in the school.

Further, there are many visible benefits of child participation as a result of the project as children are given an opportunity to be heard in all matters affecting them regardless of their age and maturity level. This right encompasses aspects of participation in school, in the community, in the family, and eventually, at the national level although the project concentration was in the school setting. Conducive learning environment has therefore been created for the learners as well as teachers which is likely to have positive impact on the education system as a whole.

Discussions/Reflections

In recent years, the Malawi government in collaboration with other stakeholders has been in the forefront in sensitising the public on the importance of child rights with particular emphasis on right to education, provision and protection. Drawing inspiration from the government's initiative, the Malawi Change Agents Network feels it has leverage to upscale its activities in a bid to enhance the best interest of the child. In reflecting on the change works the three batches have since implemented, a SWOT analysis has been applied.

1. Strengths

The Change Agents have come to understand that CRC is crosscutting, in the sense that it encompasses different policies which are also addressed by different government institutions and Development and Cooperating Partners (DCPs) in different ways. The most visible strengths which stand out in all the three batches include increased learners participation in schools; reduced dropouts due to child labour and pregnancies; the introduction of the readmission policy for the dropouts; increased awareness amongst the stakeholders; political will; institutional support from the change agents' offices; and the availability of the change agents network for sustainability.

2. Weaknesses

In as much as the change works registered remarkable successes, there were some gaps which were identified such as time constraints. All the change agents had to divide their time between office work and their projects thereby depriving adequate time for the change work. In spite of the change agents' commitment towards their change works, inadequate financial and material resources somehow compromised the implementation of the change projects. The country's network faces another challenge of lack of commitment by some members due to divided loyalty between official duties and project work. Communication challenges within the network also affect the smooth implementation of activities as it is difficult to reach out to all change agents on short notice. Selection of change agents for the Lund University/Sida International Training Programme (ITP) has over the past years concentrated on two regions, South and central, leaving out the northern region, hence depriving the north of change work.

3. Opportunities

As change work progresses there is room for strengthening the change work projects and the network due to the following favourable conditions:

- knowledge and skills in CRC gained by change agents through ITP;
- continued favourable political; and
- enabling legislation as Malawi is a signatory to the CRC and other relevant conventions that are in the best interest of the child...

4. Threats

In the course of implementing the change projects some threats have been encountered which in turn might in a way have a negative bearing on the change work. Such threats among others include the following:

- Resistance to change due to strong cultural beliefs;
- Misconception on human rights due to limited knowledge;
- Relocation of change agents which render some of them inactive in the change work;
- The cultural notion which associates age with power whereby the youth have to submissively take instructions from the elderly;
- Change of leadership within organizations (workplaces) as new leadership might have a negative perception of the change work;
- Global recession

Way Forward

1. Sustainability

In order to ensure that there is up scaling of the change work in Malawi, Change Agents plan to:

- lobby Development and Cooperating Partners on funding activities of the network such as production of draft training manual, pretesting and training of stakeholders in CRC.
- facilitate the development of the activity implementation plan and a comprehensive roadmap for the network;
- produce IEC materials specific to the project; and
- initiate the integration of CRC into the School curriculum;

Networking

Change Agents Network in Malawi needs further strengthening through among other strategies by:

- developing CRC specific social platforms for the network such as twitter, facebook and LinkedIn;
- integrating new members into the network.

Namibia

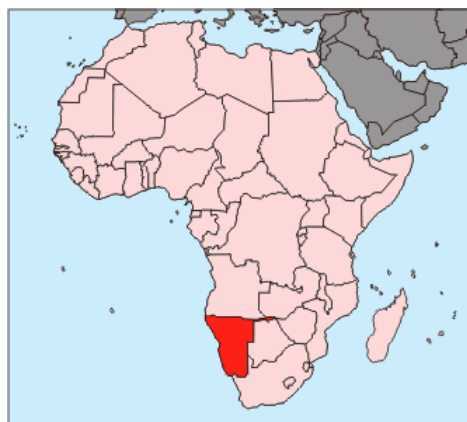


Namibia had its first team in batch 2 (2004) and in total have 7 teams and 20 change agents in batches 1-18 participated. The Bangkok seminar 2013 is focusing batches 8-14, where Namibia has 3 teams and 9 change agents.

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|----------|
| National | 3 | 0 | 3 | 0 | |
| Region/Province/District | 6 | 0 | 2 | 0 | |
| Local | 11 | 7 | 4 | 3 | |

Geographically the main part of the teams is from Kavango province. One team is from Karas province, and so far only one team is from the Center. The focus of the projects has emphasized all three Ps, provision, protection (bullying) and also to some extent participation.



| | |
|---------------------|------------------------------------|
| Area: | 825,418 km ² |
| Population: | 2,104,900 (est. August 2011) |
| Capital: | Windhoek |
| Independence: | 21 March 1990 (from SA mandate) |
| Official languages: | English |

Namibia Post Conference Report

Roderick G April, Hendrik Coetzer, Eveline Kambonbe, Elisabeth Likoro, Markus Mbundu Florinus M. Mpareke, Naftal S. Ngalangi, Pelagia Shilamba and Jacobs M. Sikongo.

Frame of Reference

Introduction

Batches 9, 11 and 14 took part in the Impact and Dissemination Seminar on Child Rights, Classroom and School Management which was held in Bangkok, Thailand, from 9 to 14 June 2013 under the theme “Give and Gain”.

These three Batches hail from different parts of Namibia and, therefore, focused on change projects specific to Grade 5 to 12 learners in their region. Batch 9 and 11 were respectively involved in a project focusing on the provision of resources to learners and enhancing opportunities of the San learners in the Kavango Region, while Batch 14 addressed bullying in a secondary school in the Otjozondjupa Region.

For these change projects the following areas of Provision, Protection and Participation were specifically fore-grounded:

- The **provision** of quality education, resources and support services to the marginalized (Article 28);
- The **protection** from discrimination, harm and fear (Article 19); and
- The **participation** of all learners in an environment that lends itself to the holistic development of learners (Article 3).

The overall purpose of all the projects aimed at *raising awareness on the Child Rights Conventions and providing quality education* to all learners who are deprived of proper educational opportunities. Learners, teachers, parents, and the wider community were part of the target group and they played an essential role in ensuring the sustainability of the projects owing to the sensitization processes and information sessions that were held, as described later in the text.

The rights of children

The change agents worked within the framework of policies on Child Rights in Namibia. Namibia ratified the Convention on the Rights of the Child on 30 September 1990, and has further ratified several key international agreements related to protecting human rights, including:

- The United Nations Convention on the Rights of the Child (UNCRC),
- The African Charter on the Rights and Welfare of the Child,
- The International Covenant on Economic, Social and Cultural Rights,

- The International Convention on the elimination of All Forms of Racial Discrimination, and
- The Convention on the Elimination of All Forms of Discrimination against women; to mention but a few.

It has to be noted that Namibia is on the right track in terms of establishing the required legal framework for the protection of her children. And, it is this legal framework, combined with policies on the three distinct projects mentioned above that guided the teams to implement activities that would bring about major change in the schools and among learners, teachers, parents and the wider community.

Main Activities

Various modes were applied to serve a range of purposes that are explained below.

Meetings

Meetings were held with the Regional Directors of Education to solicit permission to access their schools and brief them on the plan of action of the projects. Other briefing meetings were held with school principals for information sharing on the Child Rights Conventions, namely, identifying the target group, clarifying respective roles of the change agents as well as the school staff and planning for future activities at the schools. Regular meetings were further conducted with mentor teachers for feedback on the progress of the project implementation and to discuss new activities.

Questionnaires

Questionnaires were designed, which required responses from the target groups on bullying, marginalization and the availability of resources. These questionnaires were all administered on site of the project and aimed at providing background on the children's understanding of CRC, experiences at school and also formed the basis on which future activities were conducted. The data from the questionnaires helped the team to plan the workshops, focusing on CRC, induction, information sharing on the policies and clarification of definitions.

Seminars and workshops

Workshops and seminars allowed the change agents to create awareness among all stakeholders on different aspects of the CRC, on marginalization, the provision of basic services and bullying. The workshops aimed at:

- Raising awareness and sensitizing stakeholders on children's rights and the importance of treating everyone as equal;

- Defining school drop-outs, stigmatization, marginalization, bullying and conventions;
- To create an understanding on the factors that contribute to low enrolment and high school drop-out among the marginalized children and bullying among learners at school;
- Preparing characteristics of a bully-free school; and
- Evaluating the workshop.

Workshops gave an opportunity for interaction and provoked debates where stakeholders gave their opinion with regard to the implementation and practicality of CRC. These debates resulted into seminars where ideas were shared at a formal platform and recommendations were made as what the schools need to do to realize the rights of the children.

Change agents seized the opportunity to sensitize parents through workshops and seminars on the CRC and particularly on the aspects of marginalization, the need for learners to be provided basic services and the importance of attending school. Other methods of information dissemination, such as drama and posters were used to raise awareness amongst the target group.

Training

Informal school-based training in the form of discussions and the supply of guiding notes were provided to teachers who were prepared to take over the role as mentors. The Life-Skills teachers at the respective schools played a significant role to ensure that the project continues at the schools when the change agents were not there. The aims were to create a sense of ownership, empower the role-players, and ensure sustainability.

Establishment of clubs

CRC Clubs as well as an Anti-bullying Council were established.

3. Results

Awareness raising

One major expected outcome in all three projects is that most learners, teachers and parents are aware of the rights of children and the specific themes the topics addressed. Parents were enlightened about CRC and started to acknowledge and accept children as human beings with rights and responsibilities. Sensitization campaigns have shown to be successful by means of making parents aware of the importance of schooling for their children.

Another positive outcome that has been emphasized throughout the projects was how the school should be supportive of children to allow and motivate them to remain in school until they reach their final grade.

Change of behavior

Feedback from learners, teachers and school managers highlighted that a high percentage of the learners have changed as a result of the activities they were engaged in. There is a sign of behavior change by the target group by creating safe, child-friendly environment, free from violence (physical, emotional, psychological) and by curbing intimidation and discrimination against the marginalized children. Learners became aware of CRC and the importance of tolerance and coexistence, and started to appreciate differences and diversity.

Capacity building

The projects mobilized and built capacity in stakeholders and broadened their insight on the Child Rights Conventions and how to integrate them in teaching and learning as well as in all school activities. Furthermore, the Change Agents also built their capacity through interaction with their mentors, and other change agents.

Sensitization campaigns

The Change Agents have been running campaigns in the mass media, especially the local radio station and national television.

Change agents sensitized teachers on child rights particularly on the issue of the **three Ps** and trained them with the notion of doing everything in *'the best interest of a child'*.

The projects sensitized teachers and parents to allow all children to participate in school activities, to establish child-friendly school rules, to eradicate discrimination and marginalization amongst children, and to allow children to express their views on child rights.

Support systems

Project schools have established support systems to provide counseling to learners, who are discriminated against, marginalized and bullied. There are signs of a decline in learners' school dropout and this can be attributed to an improvement in the atmosphere at these schools as well as the introduction of "Free Primary Education".

In terms of psychosocial support, the intervention involved empowering teachers with skills which enabled them to recognize and respond supportively to children who may become stressed, withdrawn and display disruptive behavior, show declining academic performance and increased school absenteeism.

Parents and teachers became informed and received support on how to prevent all forms of violence against children. Parents and teachers are aware that they are responsible for protecting the rights of children not only at school, but beyond the borders of the school fence.

Ripple effects

The Change Agents awareness workshops helped the stakeholders to adopt a new attitude towards one another. The target group now advocates the notion of making school '*a better home away from home*' for all children.

Teachers who were not directly involved in the activities have shown an eagerness to offer assistance, for example, in the developing of advocacy material.

Discussion/Reflection

Personal level

All the projects helped us as Change Agents to be more informed about CRC and, through our international contact with other Change Agents, our knowledge, skills and experiences were broadened. Contact sessions since Lund University up to Bangkok empowered us beyond limits through discussions, giving and gaining information and doing presentations. Furthermore, we have realized that if you want to achieve something with such a diverse group, one has to agree on terms of operation and become ordinary agents of change.

Professional level

It is sometimes not easy to work with other people, but the Change Agents understood that the tasks during the project had more prominence than personal differences. Hence, an understanding rapport and trust was always maintained in an atmosphere of mutual support. Our skills in report writing, presenting our change projects and entering into critical discussions have also been enhanced. The importance of CRC is a growing seed planted in us that we would plant in other areas of our job environment as well.

Organizational level

Despite the obstacles the teams faced, the project continued because of the trust the team had in one another. We furthermore learned that if we have trust among us, knowing that we have different workstations and are assigned to do individual tasks, we could rely on each other. Administration of many activities could be done with ease as each one knew what to do. However, we have learned that more can be achieved through uniting all knowledge, skills and experiences.

We agreed that we should have involved the previously trained Change Agents who could have contributed towards the capacity building of the teams. In this regard, teamwork is a productive way of working together; it simplifies the workload, it leads to more creative work and boosts confidence. Collective leadership has taken the fore.

In addition, the team is aware of the lack of a strong local, regional and national network which will be one of the key issues to be addressed.

Way Forward

Sustainability

- The team will schedule a meeting after the Seminar to reflect on the issues discussed, of which sustainability is one.
- Mentor teachers, CRC Clubs and Councils will be a great source of assistance to help in further training and implementation of the projects.
- The team will also integrate Child Rights issues in the national activities they are involved in as all of them work at national level.
- The team plans to involve the youth and other role-players to talk about Child Rights at a conference.
- Advocacy material will be developed as was done at the project schools to constantly spread and emphasize the message of Child Rights.
- Marketing of the Change Project among other professional staff will be done to attract more to enroll for the programme. This will be combined with induction on being a Change Agent.
- Continuous monitoring and evaluation of the projects at the existing schools will be implemented.

Networking

Being aware of the importance of networking and the great shortcoming in this regard, the team will, as the first phase of change in this area, schedule a planning meeting with all previously trained Change Agents to:

- Constitute a networking committee; and
- Formulate an action plan.

Conclusion

The team is indebted to all those who contributed to their growth since Lund, Sweden, right to the Bangkok, Thailand, Seminar. Appreciation is extended to our mentor, Ms Agneta Flinck, our in-country mentor, family, friends, colleagues, and also all the wonderful change agents across the world that supported and worked with us.

South Africa



South Africa has its first team in batch 3 (2005) and in total 7 teams and 21 change agents in batches 1-18. The follow-up seminar 2013 is focusing batches 8-14, where South Africa has 3 teams and 12 change agents.

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|----------|
| National | 1 | 0 | 0 | 0 | |
| Region/Province/District | 13 | 0 | 6 | 0 | |
| Local | 6 | 7 | 3 | 3 | |

The Child Rights Program has taken place in 3 of the 9 provinces in South Africa: Gauteng and KwaZuluNatal, but first and foremost in Free State, where the teams have been composed by officials from Values in Education and principals. The implementation of CRC has focused on problems with drugs, sexual abuse, corporal punishment and infusion of CRC in school policies.



Area: 1,221,037 km²

Population: 51,770,560
(est. October 2011)

Capital: Pretoria (admin),
Cape Town (leg),
Bloemfontein (judicial)

Independence: 31 May 1910

(Union of South Africa
formed from four
British colonies)

Official languages: Afrikaans, English,
Ndebele, Pedi, Sotho,
Swazi, Tsonga, Tswana,
Venda, Xhosa, Zulu

South Africa Post Conference Report

Rodney Maurney Engelbrecht, Sikhalo Sifiso Malinga, Tefo Emmanuel Mathibe, Rapuleng Matsaneng, Nthokgoane Amelia Mofokeng, Janet Matshediso Mtimkulu, Gaelebale Lilly Phokontsi, Mamaipato Maria Seane and Patrick Thokwayo.

Introduction

The South African political and economic stability encourage learner participation in decision making process. The work of CRC Change Agents as espoused through team projects focused in the main; the application of corporal punishment, changing of attitude, infusion of CRC in school policies, and promotion of sexual health and prevention of sexual abuse in the Free State schools. The scope of focus is on Philippolis, Virginia and Parys schools as models in this chapter. All projects have taken place in very poor and underprivileged areas.

Frame of Reference

The demise of apartheid in 1994 was heralded nationally and internationally as a victory for democracy and human rights. Based on the UN Convention on the Rights of the Child (CRC) of November 1989, in which South African Government ratified the birth of a new country through democratically held election (27 April 1994) brought about the development of a new Constitution in 1996. Chapter 2 of the Constitution Act 108 of 1996 (Bill of Rights) protects the rights of every citizen including the child as a human being. The South African Schools Act 84 of 1996 gives provision for the protection of learners and the provision of quality in education.

To further facilitate reconstruction of the country, the South African government placed great emphasis on the development of policies, as enshrined in the South African Constitution of 1996 that aimed at creating a uniform education landscape underpinned by quality education for all. Educational reforms were central aspects of this reconstruction effort.

Free State as one of the nine provinces of South Africa is divided into five districts namely Fezile Dabi, Lejweleputswa, Xhariep, Motheo and Thabo Mofutsanyana. The change work is already taking place in all the five districts, however this compilation covers work done in three schools around Bermanshoogte Intermediate (Philippolis), Mabatho Intermediate (Parys) and Tikwe Primary (Virginia) respectively.

To complement the implementation of child rights the department of basic education establish a unit namely Social Cohesion, Mobilization and Equity in Education. The mandate of this unit is to promote and advocate human and child rights. The Free State Department of Basic Education has a sub directorate – Values in Education that focuses amongst others on human and child rights, moral regeneration and social co-

hesion. Despite the availability of legislation and resources schools are still experiencing incidents of Child Rights violations contrary to the spirit of Ubuntu as enshrined and espoused in the constitution of the Republic of South Africa. It is for this reasons that the team undertook various projects to address these challenges.

Main Activities

1. Meetings with Stakeholders (SGB, learners, parents, unions, educators, principal, sister departments, NGO's, departmental officials)

The team had different meetings with senior management of the Department on various topical projects. Interactions of this nature led to the infusion of Child Rights activities in Operational Plans of Values in Education sub-directorate and launching Child Rights programmes in all the five districts. Other meetings were held with stakeholders to lobby support and to introduce The Convention on the Rights of The Child (CRC). It is worth mentioning that the School Governing Bodies (SGBs) made up of parents has been a difficult component to feature in some planned meetings although its centrality in governance matters as being key.

2. Workshops with stakeholders

A number of **workshops** and other programmes that promote the rights of the child were organized in different districts across the province. Various stakeholders such as School Governing Bodies, Representative Council of Learners, Unions, parents, governmental departments, Faith Based Organizations and Non-Governmental Organizations were workshopped with the intent to share the importance of the 3P's (Participation, Provision and Protection) as articulated within CRC. These workshops further addressed issues such as cultural practices, perceptions and stereotypes. The role of all stakeholders with regard to the implementation of CRC in schools was clearly outlined and the response was positive. Stakeholders ultimately understood that whatever they do should be in the best interest of the child.

3. Festivals

As part of encouraging learners to actively participate in different school activities, various cultural festivals were organized in the focus schools taking part in the programme. Learners were afforded an opportunity to express their understanding of CRC through music, drama, poems and dancing. These festivals were also used as a means to demonstrate human rights violations (such as corporal punishment) in schools and in the community. The purpose was to further raise awareness on Child Rights amongst the educators, parents and other members of the community.

4. Inter-Departmental collaborations

Through the collaboration with the different government departments and NGO's the schools participated and/or initiated the following campaigns;

- Kick TB campaign

In July 2011, the Department of Health in conjunction with schools held successful campaigns with the intention of educating the learners, teachers and parents about Tuberculosis. It was during the preparatory stages of the campaign that the project was introduced (in Tikwe, in one of the focus schools) to the Health officials and a working relationship was established.

- Awareness campaigns

One of the projects invited various organizations including youth structures to educate learners on HIV and Aids, sexuality education, safety, sports and other health related activities. These groups come to the schools after teaching hours and during weekends to play and to educate learners.

- Sexual Talks Friday

The female teachers at school the same school gather with girl learners every Friday and talk to them on sexual health and how to care for their bodies. Children are taught of their right and how to respond in the case of violations.

- Doll parenting

The activity exposes both boys and girls to burdens and responsibilities of raising babies as children themselves. The intended purpose of the project was to address the escalating rate of learner pregnancy in schools.

- Donations

Various departments, faith based organizations and NGO's donated school uniforms, shoes, food parcels, sanitary wear, computers, bicycles, plants and trees.

- Influence on policy

Team South Africa managed to advise members of School Governing Bodies in the different schools to always take into consideration the rights of learners when developing school policies. This process has yielded positive results which encouraged neighbouring schools to copy the good practices.

Reports

All teams who attend the programme are expected on their return to compile a comprehensive report that is communicated to the senior management. It is through such reports that the Member of the Executive Council is informed of progress that is made thus far.

Results

The implementation of the projects in the identified schools resulted in few cases of corporal punishments reported, sexual offence cases on the girl-child being eradicated and stakeholders showing more commitment in infusing CRC in school policies. For instance, in Tikwe 14 cases of abuse were reported in 2011 and none for 2012. It is worth noting that learners are actively involved in sport, cultural activities and other affairs of the schools.

Our collaboration with the different stakeholders yielded positive spin offs in the sense that the learners were supplied with school uniform, bicycles, paint, computers and sport facilities as well as equipment. This in itself created a conducive learning and teaching environment which led to the reduction of drop-out rate and learner absenteeism.

Through the warm relations created between the schools, NGO'S and other departments the projects were able to assist learners in different schools. Such as a boy getting an artificial eye surgery, another boy getting a plastic surgery of the cleft palate, another boy getting a surgical reconstruction of the left foot and a girl given walking gadget.

The adopt a School programme is supported and embraced by politicians, managers, administrators, business people and professionals. This venture is done with the best interest of the child as the immense motivator.

It is much appreciated that one of the change agents from Batch 11 (Me Mamaipato Maria Seane) contributed in the publication of a Sesotho (one of the indigenous languages) textbooks to clarify confusion in rights versus responsibilities. The books titled "Dumelang" are currently prescribed and used for grade ten to twelve in the country.

Improved participation of senior management of the Free State department is evident in the fact that they now support the change work implemented. The International Training Programme contributed towards Me Nthokgoane Amelia Mofokeng (Change Agent: Batch 14) being placed in second position in the National Teaching Awards for Excellence in Primary School Leadership in 2012.

Amongst other focuses, a change in attitudes and stereotypes through the infusion of CRC in school policies was a key factor that required participation by all, learners as active role players in decision making.

Reflections/Discussion

The programme has achieved its initial objectives of dealing with corporal punishment, raising awareness on sexual health cases and to infuse CRC in the school policies through participation. Despite the achievement the project has brought, there were some challenges along the road for the team we still plan to continue with our projects i.e. look at another policy, workshop educators on alternatives to corporal punishment, meet with the new SGBs and to spread the language of CRC to other schools. We are aware that due to budget constraints, travelling will be a problem but we are not going

to be deterred by that. Janet will continue to influence the Mabatho school community to adopt most if not all the principles of CRC in her school.

As team South Africa, the project served as an eye opener and gave us as individuals a wake up call. We are now in a position to see things differently and understand them better. All the achievements of the projects could not have been possible if stakeholders did not support the projects. It also enhanced our people management skills as we had to deal with different people at different levels with different attitudes and beliefs. We have grown professionally and as individuals were able to recognise and use our strong points and improve on our weak points. What came as an unexpected result is the community organisations that even volunteer their services to the school in order to assist in the projects. We expected that it will always be members of the team or the schools that will always go out there and ask for help but it turned out differently because some organisations came to the schools to offer their services.

Way Forward

After much deliberation and self-analysis the team agreed that there are areas of the project that still need to be strengthened in order to sustain. The failure to hold regular meetings amongst the change agents is a detriment and needs to be addressed. The team agreed to have hold regular meetings which will called by the Head of Section: Values in Education in conjunction with all agents. Agents are expected to attend such meetings.

The importance of Non-Governmental Organizations and other government departments is very crucial in order to strengthen the Network. Meetings will be held with NGOs and sister departments with the view to initiate or collaborate on programmes that are aimed at the best interest of the child. What came out of the discussion amongst change agents was the importance of working together with neighbouring schools and directorates within the Department of Education.

For the programme to be sustainable it is imperative to sustain the good work done by the focus schools and giving continuous support to the principals and the teachers. Communication channels amongst change agents should be enabling in order to encourage working together as a team. There is a dire need for focus schools to be empowered and given resources. The team will endeavour to avail resources and support to schools.

District Directors are responsible for schools within their districts which require change agents to strengthen their good working relations. A meeting will therefore be arranged with these directors during the visit of the Mentor in October 2013. Prior to this meeting change agents will arrange meeting with their respective directors and give feedback on progress. Activities that take place in schools regarding child rights will be reported monthly to the director by change agents.

Team South Africa therefore promises to ensure that the programme is implemented and sustained in all schools in the Free State province. Forthcoming teams will always be prepared before they take on their projects as a way of giving them confidence and fostering cohesion and building strong and committed teams.

Sri Lanka



Sri Lanka had its first team in batch 1 (2003) and in total have 11 teams and 30 change agents in batches 1-18 participated. The Bangkok seminar 2013 is focusing batches 8-14, where Sri Lanka has 4 teams and 12 change agents.

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|----------|
| National | 12 | 2 | 6 | 2 | |
| Region/Province/District | 7 | 1 | 0 | 0 | |
| Local | 11 | 8 | 6 | 2 | |

Geographically there has been a focus on Colombo area and Kandy (up country) area. The two projects on national level are carried out at National Institute of Education, one in the Master of Education program and the other as to the curriculum in Civics. The remaining projects have focused on creating a learner friendly environment for the children in general and participation in particular.



| | |
|---|---|
| Area: | 65,610 km ² |
| Population: (est. March 2012) | 20,277,597 |
| Capital: | Sri Jayawardenapura-Kotte (leg.)/ Colombo |
| Independence: (from the United Kingdom) | February 4, 1948 |
| Official Languages: | Sinhala, Tamil (English) |

Sri Lanka Post Conference Report

Nayana Aberathne, Sunil Abeywickrama Abeywickrama L, Lal Disanayake, Dissanayake Mudiyansele Premachandra Dissanayake, Kothai Nagalarajah, J.M.K.B. Hajarjhan Mansoor, Nihal Wickramasinghe, Thushari Yasawardana and Thajudeen Zeinulabdeen.

Introduction

Sri Lanka is a multi-national, multi-ethnic, multi-cultural and multi-lingual country with the population of 20 million which proudly claims free education from kindergarten to university level purely provided by the government as well fare-means which includes free text books, free uniform materials , free-mid day meals, free transport and some cases bursaries to the children. Nevertheless, Sri Lanka has ratified the convention of the rights of the child (CRC) in 1991 to ensure the implementation of child rights in broader spectrum. The National child protection authority (NCPA) was established in 1998 by way of an act of parliament as one of the arms to ensure CRC operations in line with UN expectations. The child right conventions adopted in Sri Lanka focus mainly on provision, protection, and participation in both the national sub-national levels. Provision of education is also considered one of the most important child Right components that are being linked with other aspects of socio- economic conditions. Therefore the government of Sri Lanka has given priority for the provision of education at all levels.

The Educational System of Sri Lanka

The present educational system of Sri Lanka derives from the British educational system, which was introduced by the British colonial masters in the 19th century. The British colonial government established colleges for boys and girl separately. The colleges consist of primary schools, lower secondary and higher secondary schools. In 1938 the education in government schools made free of charge as consequence of the Universal Franchise granted in 1931. Subsequently many government started in all parts of the country. The medium of education of Maha vidyala's was either Sinhala or Tamil.

Today primary education lasts six years, after which the pupils sit scholarship examination. Those who passed scholarship examination qualify themselves to be admitted to popular schools and are granted monthly financial support until they pass out from the university. After primary education there is junior secondary education which lasts for five years, after which pupils have to sit government examination namely G.C.E. ordinary level to qualify for senior secondary education which last another two years. Then comes the competitive university entrance examination, which is called G.C.E. Advanced level examination.

Those who are not admitted to the universities can either enter vocational technical schools or be employed in companies or in government departments as apprentice or trainees. They can also pursue higher educational as external students of traditional universities or at the open university of Sri Lanka. It was established in early 1980's with the idea of conferring degrees and diplomas to the working population who can do part time studies by paying tuition fees. Medium of study in schools today is either Sinhala or Tamil depending on the native language. The first language and the mathematics are compulsory subjects. All primary junior secondary pupils get their school uniform and text books free of charge from the government. In the universities the medium of study of the medical and engineering faculties are in English, and in other faculties it can be Sinhala, Tamil or English depending on the university. Some universities do have postgraduate institute that confer second degrees, for example post graduate Institute of medicine attached to the University of Colombo. In addition these system lots of private international schools are being introduced to the present day education.

Background and the Rationale of the Projects

As one requirement of the Diploma course on Child Right, classroom ad school management, conducted by the Lund University and collaboration with SIDA, the project teams need to implement projects to gain sound understanding as well as experiences about the concept. Therefore, these projects expected to implement the CRC concepts into the Sri Lankan education system through the in service and pre service teacher education, through the curriculum changes and implementing new strategies into the teaching learning processes.

Every society, irrespective of western or eastern, makes its prime objective to create a child with the caliber of bearing up all the social and individual challenges finally to be goodness of the society, but, it is direly understood they – those children are deprived of their basic rights due to the unhealthy challenges confronted by them being a social being as a child. As it is presumed, the prime objective of those like parents teachers and school administrators who always keep and practice a direct rapport with children, should be well aware of the child's right and should initiate to make conductive environment to make a forecourt for the child to be a well balanced and an all rounder character, void of unnecessary fear or obligation towards the society that he or she steps in some day.

Learning about the convention on the child's rights undoubtedly would pave the way for the initiation of such a society. Integrating the child rights, classroom set up and school Management by including these projects would greatly cater to achieve those targets specially, in the school and classroom levels. The prime objective of the participants of this particular course is to make this motive practically successful in relevance in time to come.

Every society hopes and expects that its children will grow up to be capable and responsible citizens who contribute to the well being of their communities. Yet in our

society we have experienced many situations where children have been denied the rights that would enable them to survive, grow, and contribute actively.

In our context, we have seen that, some children have to endure problems such as violence; both at home and outside, pressure to use drugs, sexual exploitation and abuse. Sometimes they work and live in environments that could be damaging to their health with no opportunities for recreation. Some children may find that their chance to obtain education is limited. And some other groups of children may not get the chance to complete their education, may suffer from malnutrition and lack of clean water, and other preventable diseases and die young. Pollution and environmental damage take a toll on children's health. War also causes harmful effects on children where during the war times many children of school age were forcibly taken to armed forces.

If we dig into the problem more, many examples can be found from the past and the present where a large number of children suffered from various kinds of problems –physically and psychologically. According to the cases reported to the National Child Protection Authority in 2007, 324 no of cases were child right violation and 482 no of cases reported on child Abuse.

Therefore, it is evident that children have to be provided with basic needs and rights, a healthy environment to live, in order to expect productive adult who will respect the rights of others. Rights issues touch everyone's life directly or indirectly.

For the sake of both individual and the society as a whole those who work directly with children, parents, teachers, and school managers need to understand the concept of rights and create conducive environments at home and in school that children will grow up to be 'fully functioning' individuals. Learning about the convention on the Rights of the child is one way to begin.

Considering the national child protection authority's data we have notice that many child rights violation cases reported through the school culture regarding corporal punishment, bullying and negligence by teachers .School dropouts are also placed in a considerable place because children fed up with school environment and teaching methods, heavy work load and lack of space and facilities specially in government schools.

Considering all these facts we recognized that to implement a projects cater to aware and introduce CRC concepts for teachers, school managers, as well as students to promote a child friendly school environment and respect to the child rights to reduce various problems children face at school and home such as bullying, corporal punishment also to establish healthy environment for the children.

Objectives

- Introduce and practiced CRC concepts in the schools through the in-service as well as pre service teacher education programmes.
- Introduce possible alternative pedagogies relevant to the CRC concept to the secondary level school curriculum and practiced those at the school levels.
- Introduce CRC practices into the ICT pedagogies in Sri Lankan Schools.

Main Activities

- Organize workshops, seminars and Forums to rise awareness on CRC in Sri Lankan context.
- Introduce CRC concepts into the formal, non-formal and school curricular and teacher education curricular.
- Organize seminar, discussion and Forums to introduce the concept to the parents and other stake holders of the school.
- Practice the concept at the school level and the teacher education institutions.
- Encourage students and teachers to practice and promote the concept at their institutional level.
- Monitor the programme continuously in order to ensure the effectiveness.
- Strengthen the existing understanding of the concept by giving training and consultations.
- Provide technical support to the teachers, students and other educational personal through giving advice and consultation.

Results of the Projects

Based on the findings from the projects it can be concluded that participatory approaches with focus on CRC concepts are applicable and effective in schools and also teacher education institutes. The outcomes of the projects are marked by the increased interest of the students in learning and participation of the school activities and teachers' awareness of the CRC concepts and their changing roles. The outcomes of the projects can be briefed as follows.

General

- Improved equal opportunities to all students for using resources for all activities conducted by schools
- Reduced physical and mental punishments at the school and at their home and Corporal punishment is not to be practiced by both the teachers parents under any circumstances
- Reduces the number of complaints in the school level
- Planed and implemented mot of the activities using CRC concepts by the stakeholders of the school
- Most of the children became aware that they should not be subjected to any hindrance
- Most of the time learning process becomes successful because the classroom and the school become a pleasant place to children.

- Children like become a one group specially the privileged and under privileged
- Identified the factors for the dropouts and made a mechanism to reduce the drop out rate
- Tried to arranged most of the facilities relevant to the male and female students
- Made opportunities for all male and female students to participate every activities
- organized by the school
- Teaching – learning process at the school level and teacher educational institution level become effective and successful.
- Most of the stake holders of the school, understood to respect each others.
- Awareness of the CRC concepts have raised in the teachers , students and other stakeholders of the schools
- Increased the participation of the students, teachers, parents and the society to the school activities
- Changed the attitude in the most of the school stakeholders, regarding the CRC concepts.
- Create a network among the change agents
- Tried to create and promote child friendly atmospheres in the schools and educational institutes

Learning outcomes

- Evaluated essential learning out comes daily, and give a effective feedback
- Enhanced to use student center teaching and learning strategies
- Increased to supply enough resources to the classrooms for enhance learning
- Most of the Classroom environment became Democratic
- Learning environment of the school became joyful and enthusiasm in most of the time
- The expected outcomes of the curricular have highly achieved.
- Introduced more effective student centered teaching learning strategies to the colleges of educations and also to the schools.

Healthy and safety shelter for the students

- Developed and implemented the policy at the school for healthy and safety environment
- Tried to make school environment is very attractive and healthy
- Develop enough water and sanitary facilities at the school and maintained it effectively
- Supplied suitable and enough sport facilities at the school and maintain it effectively
- Tried to maintained very good psycho-social environment at the schools

Maintain a good mechanism for the urgent situation

- Enhanced active participation of the students, parents and local society
- The principal, teachers, students, parents and society actively participated for the development of the school and also participated to the evaluation and monitoring system of the school
- Tried to developed “child friendly” environment at the school as well as at the home with the support of the school stakeholders
- Tried to maintained effective cooperation with the relevant state institution
- The financial support and qualitative technical support gained from the stake holders as well as external agencies
- Tried to introduced child friendly strategies to the curriculum,

Discussion and Reflection

In reflecting our projects it can concluded that the children need more attention and participation for the sustainability of the changes, because children think express themselves differently from adults. Their participative processes should built on concrete issues and experience as well as real life situations and also very in complexity based on the evolving the child capacity. So, meaningful participation processes should be develop a wider range of skills and competencies.

Based on the programmes results and observing main activities that we implemented at our projects, it can also concluded that the students, teachers, school management and community including parents are need to be incorporated in their school activities, and practices at their context for enhancing the educational environment to allow to more students participation. Therefore, these students as well as teachers need to be aware of CRC concepts, and school administrators need to understand the philosophy of the CRC concepts and to be oriented and incorporated it into their school context as well as day to day their practices. On the other hand, the parents and community need to play an active role in supporting students’ initiatives and school activities.

It is also need to develop dissemination mechanism national as well as internationally to share and gain experiences with other projects and the other change agents. Therefore, it should be develop internationally speared strong network incorporating all the change agents.

Finally, it can be summarized that implementation of the CRC concepts into the curriculum could be more successful and sustainable. When the leaderships (at the different levels) are convinced concepts of CRC as it is the part of their day to day regular duties, and allocate necessary human and physical resources for the implementation and for the sustainability of the projects.

Way Forward

Recommendations:

- Implementation of CRC concepts in to all the schools needs support from other sectors, such as need to develop comprehensive advocacy as well as dissemination methods outlining how the implementation results and outcomes of the CRC could be spreading the country

Implement CRC concepts in all schools, education institute and also community in Sri Lanka by incorporating day-to-day activities promoting human relationships and developing infrastructure physical facilities.

Formulate a mechanism to planning, implementation, and monitoring activities of the projects.

All the school stakeholders of the school including students, teachers, parents, and the community should be participating to decide school agenda

Sustainability:

- Mainstreaming the CRC process
- Specific new projects using the Change Agents' soft powers
- Cascading
- Conducting research on evaluation and monitoring the projects.
- Encourage members of the project to conduct action research relevant to their projects.
- Select new change agents from marginalized area and selective field

Tanzania



Tanzania had its first team in batch 1 (2003) and in total have 13 teams and 37 change agents in batches 1-18 participated. The Bangkok seminar 2013 is focusing batches 8-14, where Tanzania has 5 teams and 15 change agents.

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|----------|
| National | 17 | 1 | 10 | 1 | |
| Region/Province/District | 7 | 1 | 0 | 0 | |
| Local | 13 | 11 | 5 | 4 | |

Geographically the recruitment has mainly been from Costal Region, however as time goes by people have been transferred to various places in the country. The first projects were emphasizing protection (corporal punishment) and the right to education. Later on creating a learner friendly environment and participation were areas more covered.



| | |
|--|----------------------------------|
| Area: | 945,203 km ² |
| Population: | 44,929,002 (est. August 2012) |
| Capital: | Dar es Salaam/ Dodoma (leg.) |
| Independence: (from UK-administered UN trusteeship) | 26 April 1964 |
| Official languages: | Swahili, English |

Tanzania Post Conference Report

Sylvia Chinguwile, Demetria Melkior Hyera, Adrehemu Kayombo, Elia Kalenzo Kibga, Robert Wamenyisa Kimambo, Suzana Samuel Lushinge, Catherine Peter Marimbo, Germana Leonard Mung'ao, Lucas John Mzelela, John Emanuel Olemeilude, Adelard Nhunde Saduka, Tumbana Elifinya Shoo and Frank Nicodem Tilya.

Frame of Reference

Human Rights principles stipulated in the United Nations Charter make a basis of protection and promotion of Rights of Children worldwide. On November 20th, 1989, many countries in the world came together to adopt the United Nations Convention on the Rights of the Child. They agreed that the rights of children are important and must be protected.

Tanzania signed the Convention on 1st June 1990 and ratified it on 10th June 1991. By ratifying the Convention, the Tanzanian government is legally required to protect and promote all the rights contained in the Convention. The Tanzania government also ratified the African Charter and the Rights and Welfare of the Child in 2003. The ratification of the Convention followed by establishment of policies, legislations, services, resources and administrative reforms to ensure that the rights of a child are upheld and implemented. This is followed by enactment of the landmark law of the child in 2009. Ratification and agreement of National and international Conventions on the rights of the child in itself is an important step in recognition of the child in the country. This important aspect gives opportunity of protecting children against all kinds of humiliation as well as ensuring the provision aspect and participation of the child in decision making in all matters affecting their lives.

Despite the recognition of Rights of children by the government, the implementation stage is not promising; it needs special enforcement and joint efforts from various groups of people inside and outside the country. This is the essence of having CRC training at Lund University Education, Sweden commissioned by SIDA and hence made possible for formation of CRC Tanzania team batches 1-14 and other batches are on the way to join the CRC national team.

The Tanzania CRC team batches 8-14 has been working hand in hand with other CRC change Agents batches 1-7, government officials, education institutions, international organizations such as UNICEF, JICA, OXFAM and various stakeholders to make sure that Rights of children are well understood, recognized, promoted and protected for the well being of children in Tanzania since reported cases and practices reveal that children rights are violated at family level, schools and society at large. Majority of children are out of school especially girls, increase of street children, excessive corporal punishments, killing of Albino, sexual harassments, hazard child labour, mistreatment, humiliation and orphanage are examples of practices reported in Tanzania. In short, children are deprived of their rights to provision, protection and participation. Bad

enough the policy for promotion and protection of rights of children is not well known to majority of Tanzanians and not adhered to by majority of people in Tanzania especially in rural areas.

The data show that there is little child rights education for professionals, parents, community and for the children themselves. The educative materials on CRC are also limited to reach the majority of Tanzanians particularly in education institutions. Mass media publications have not been done effectively due to lack of organized group of people who take serious steps towards promoting and protecting Rights of Children in Tanzania. This situation forced CRC Lund University Alumni to form national association which will push the efforts towards promotion of Child Rights wherever in the country via awareness creation.

Main Activities

In the implementation stage, various projects have been conducted by change agents through respective batches. Each batch designed a project to implement and ever since such projects are still in an implementation stage, no project has reached the end.

The main projects undertaken by different change agents of batches 8, 10, 11, 12 and 14 at different times and in different places are as follows:

- Incorporation of Child Rights Convention (CRC) in Educational Leadership and Management Trainings at the Agency for the Development of Educational Management (ADEM) Bagamoyo-Tanzania (batch 8).

The main activities done in this project include the orientation seminar done to ADEM staff, preparation of CRC training manual for Diploma students and short course participants the majority of whom are education officials, integration of CRC content in ADEM curriculum and conducting CRC trainings to more than 500 Diploma students in both campuses (Bagamoyo and Mwanza) and about 400 short course participants.

- Tuelimishane (Let us educate each other) Result status Project Report: A case of Vikindu and White Angels Primary Schools: Mkuranga District –Tanzania (batch 10).

The main activities done so far in this project were about conducting seminars and workshops to teachers and pupils of Vikindu and White Angels Primary schools on CRC content and practices for the purpose of creating conducive learning environment. Teachers and pupils were to change their perceptions, norms and practices as far as teaching and learning practices.

- Participation of girls in learning natural science subjects in secondary schools in Tanzania (batch 11).

The Change Agents integrated CRC content during the process of formulating participatory lesson plans for science teachers, developed teaching guidelines, and conducted training to teachers to improve pedagogical approaches, improving science books to

consider female gender in professionalism and formulation of science clubs in schools which emphasise much on participation aspect of CRC.

- Reducing Students to Students Bullying in Schools in Tanzania (batch 12)

The project dealt in forming Teachers' Anti- Bullying Committee and Students' Anti-Bullying Clubs for the purpose of raising awareness on effects of bullying in schools. The activity was to prepare posters and production of T-Shirts which both had a message of discouraging bullying in schools.

- Improving Performance in Primary School Mathematics in Tanzania through Participatory Classroom Practices (batch 14).

The project concentrated on conducting Action research to identify pedagogical gap and conducting trainings to teachers on pedagogical approaches and monitoring the use of participatory teaching and learning approaches.

Results

The CRC Change Agents' projects have resulted into a number of outcomes some of which had bigger impact than others. Amongst the felt and empirical results are as follows:

- The increase of CRC awareness among teachers, students, parents and community members about Rights and Responsibilities which together have an impact to delivery of quality and well being of children. This came through training, seminars and formulation of subject clubs. Teachers at different levels were trained on many aspects of children rights and appropriate pedagogy in classrooms. For example, more than 500 heads of school have been trained on CRC. Parents were also taken through the implementation of 3Ps that is provision, protection and participation of children in various issues. Children were involved in Rights and Responsibilities for effective learning and academic performance. These groups are now well informed in all aspects and processes of CRC in relation to education provision.
- Availability of teaching and learning materials which are gender sensitive and give priority in learner-centred teaching and learning approaches. These materials include lesson plans and child friendly in-service science materials. The materials were produced in collaboration with teachers involved in the projects. Some of these materials with the help of central government were produced and distributed to some schools in every region of the country.
- Existence of CRC clubs in schools which are run by students, but supervised by teachers. In these clubs children work on many issues of their interest that were introduced during the projects. Some of the issues are common but others are specific to schools. Some of issues dealt include fighting against bullying, rights with responsibility, participation in school decisions through school councils, and promoting of science and mathematics education in their schools.

- Existence of syllabuses of Civics and Development Studies which contain CRC topic in both primary and secondary education. The training materials to help teachers implement such topics have been developed.
- Adoption and application of student- centred teaching approaches are in place. Most of teachers apply participatory teaching and learning pedagogy in their teaching business. The participatory teaching methods made teachers to listen to students and students felt more like partners in the learning process. The child-right approach to teaching also improved the relationship between teachers and students thus reduce the stress in teachers but eventually made teaching and learning more effective. In some instances students felt they own their learning, not the teachers, and that is a big achievement if it can be maintained.
- Strengthened collaboration among CRC Change Agents is felt. We all feel of belonging to one family through CRC activities.
- Global interconnectivity in CRC is in operation. For example students of Benjamin William Mkapa High School in Dar es Salaam, Tanzania are connected to Spyken High School students in Lund, Sweden.
- Availability of CRC training manual at ADEM for Diploma students and short course participants.

Generally, the wave of change is getting inn and soon the expected achievements in CRC activities will be realized in one or two decades to come.

Discussion/Reflections

This part assesses the efforts employed by Tanzania CRC change agents' batches 8 -14 on the best practices which are in place following to implementation of CRC activities. The positive observable results emanated from CRC activities pave the way to the wide and complex strategies which aim at institutionalization, implementation, monitoring and evaluation of CRC projects for massive impact and sustainability. The following actions give new strength of Tanzania CRC Association:

- The inclusion of Child Rights issues in the National Constitution Draft (2013), Education and Training Policy Draft (2013) and in the curriculum at different education levels indicates the active institutionalization of CRC in Tanzania.
- Setting CRC Criteria for Evaluating Education Materials by Ministry of Education, including 3Ps elements in the School Inspection checklist and integration of Child Rights in in-service Training programmes strengthens the CRC implementation in our country.
- Establishment of CRC Change Agents' Association and its legalization, provision of CRC awareness, advocacy, collaboration and networks with different institutions dealing with children are the added value for best practice of CRC implementation in Tanzania.

- Despite of the good number of CRC activities undertaken and the positive results indicated; Tanzania CRC Change Agents still have a long path to bring major contribution in the struggle for Provision, Protection and Participation practices for the favour of children need scientific and diplomatic approaches.
- There is a need to formulate CRC implementation, Monitoring and Evaluation Framework. The Framework also should indicate ways of soliciting funds to be used during field work for CRC extracurricular projects implementation, Monitoring and Evaluation.
- CRC institutionalization, advocacy, Awareness, capacity building and practical application at all levels is to be undertaken in a whole community approach.
- There is a need to develop a comprehensive advocacy and information dissemination strategy outlining how the implementation outcomes of the CRC could be disseminated in country and used meaningfully by the ordinary citizens, government and other actors with advanced established network..
- CRC Strategic and Business plans have to be in place and implemented.
- It is imperative to build capacity to local community in order to promote and uphold the rights of children through: poverty alleviation measures, illiteracy campaigns, and campaigns against child abuse.
- An overall assessment indicates that since the final reports, implementation CRC activities are in progress. Participants are now embarking on bringing about change as they move forward with CRC institutionalization, implementation monitoring and evaluation. This spirit is continuing to strengthen practical applications on the best practices of the 3Ps (Provision, Protection and Participation).
- Participatory and whole community approaches which involve community dialogue have to be given first priority with time bound periodically and taking drastic stapes on dealing with the challenges that impinge the CRC implementation. This will lead to the fruitful result and energize the journey towards achieving full Rights of Children at all levels.

Way Forward

The Tanzania CRC activities and results have given us lesson and opportunity of thinking beyond the box and work beyond the parameter in order to foster CRC activities and realize quick impact at the individual, family, institutional and community levels. The following activities are expected to be implemented just after the 2013 Bangkok Impact and Dissemination Seminar:

- Preparation of a 3 years CRC Strategic Plan (2013-2015) together with Action plans
- Registration of CRC Association
- Developing CRC Training Manual
- Publicizing CRC activities through Media, fliers, books and exhibitions

- Developing CRC monitoring and evaluation framework
- Resources Mobilization for sustainability of CRC projects
- Conducting Action Researches and Publish results in Mass media and disseminate to stakeholders and improvement.
- Integration of Child Rights in Educational courses at University level for Under-graduate courses and Masters programmes.
- Expansion of CRC networking within and outside the country.

Conclusion

Despite being a small-scale project, it has major contribution in the struggle for protection of child rights and creation of democracy in schools. Many education key actors, students, parents and other stakeholders have been trained in CRC for awareness creation. Integration of CRC content in curriculum, training materials and school inspection checklists has been done successfully. Tanzania CRC change Agents are looking forward for expansion and sustainability of projects to reach community at the grass root and involve many stakeholders. By any means, CRC advocacy, Awareness creation, capacity building and practical application of the 3Ps should be scaled up/replicated in all schools in Tanzania through a whole school approach.

Recommendations

On the basis of CRC activities performed by Tanzania Team and the experienced gained, the team recommends the following:

- There is a need to develop a comprehensive advocacy and information dissemination strategy outlining how the implementation outcomes of the CRC could be disseminated in country and used meaningfully by the ordinary citizens, government and other actors to scale up or replicate the project to the wider area by supporting the initiatives of the group.
- It is imperative to build capacity to local community in order to promote and uphold the rights of children through: poverty alleviation measures, illiteracy campaigns, and campaigns against child abuse.
- Implement Child Rights Education in all schools and communities in Tanzania by incorporating into organization's day-to-day programmes activities.
- CRC Regional Networking to be established and sustained.

Uganda



Uganda had its first team in batch 4. In total 11 teams and 32 change agents in batches 1-18 have participated. The Bangkok seminar 2013 is focusing batches 8-14, where Uganda has 5 teams and 15 change agents.

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|----------|
| National | 10 | 0 | 3 | 0 | |
| Region/Province/District | 13 | 1 | 7 | 1 | |
| Local | 9 | 10 | 5 | 4 | |

Geographically most of the change agents are coming from the area around Kampala. The projects are rather widely spread as to areas focused. Many projects are working with participation in a very concrete way, where the children are participating also in creating learning materials in different ways. This has also been introduced in the teacher education. These projects have been very successful as the result can be experienced so clearly.



| | |
|---------------------|---|
| Area: | 236,040 km ² |
| Population: | 34,131,400 (est. July 2012) |
| Capital: | Kampala |
| Independence: | 9 October 1962 (from the United Kingdom) |
| Official languages: | English, Swahili |

Uganda Post Conference Report

Beatrice Nkwenge Byakutaga Kasande, Livingstone Ddungu, Josephine Olivia Ddungu Mbogo, Annie Sybil Galiwango, Katamba Elijah Kayungirizi, Aida Nyenje Lubwama, Charles Wakoko Masaba, Namata Betty Matovu, Anthony Mugagga Muwagga, Resty Nantaba Muziribi, Noeline Victoria Nabasinga Ntanda, Jane Patricia Nambalirwa Serubogo, David Ssengendo, Peter Ssenkusu and Benon Ssentongo.

Introduction

The projects are located in Uganda. Uganda had its first group of Charge Agents in 2003. It has as per 2013 had a total of 35 change agents. Majority of the change agents and their respective projects are located in central Uganda in and around Kampala which is the capital city, cosmopolitan and commercial centre for not only Uganda but southern Sudan and Eastern Congo. Uganda got its political independence from Britain on the 9th October 1962; it is made up of over 50 ethnic groupings and thus people share a multiplicity of cultural practices and norms. Majority of Ugandans depend on subsistence and semi commercial agriculture with a salient percentage of the population residing in the rural areas. Uganda's official language and religions are Christianity and Islam. Uganda is located in East Africa, with a population of 33,640,833 as per July 2012 statistics. Specifically in the range of; 0-14 years of Age comprising 49.1%, 15-24 years of age comprising 21.2%, 25-54 years of age comprising 5.3%, 55-64 years of age comprising 2.3% while 65 years of age is 2.1% of the entire population. Out of the entire total population 49.1% are children with a population categorization of 8,229,045 Male and 8,280,499 female children.

Frame of Reference

Uganda ratified the Convention on the Rights of the Child (CRC) in 1990. There was a commitment to ensure each child receives appropriate nurturing and protection within the frame of the minimum standards set up by the convention. Laws have been put in place to facilitate the implementation of this convention. These include: the Government White paper on Education 1992, the 1995 Uganda constitution, Children's Act of 1992 and Children's statute. In order to operationalize the above laws, Uganda introduced Universal Primary Education (UPE) in 1997, which saw a drastic raise in primary school enrolment exceeding 120%. This represents an enrollment increase from 2.5 million in 1997 to 6.5 million in 2000 and to date the enrollment about 7 million pupils. The overwhelming response to UPE created a multiplicity of challenges some of which have been addressed and other still persisted to date.

In order to address the challenges which were prevailing, the government of Uganda developed the Education Sector Strategic Plan (ESSP) 1998 reviewed for the period

2004-2015 with three salient objectives namely creating an education system relevant to Uganda's national development goals, Students achieving education goals and propelling an effective and efficient education sector. The Uganda government aimed at using education to transformation society. (The Government White Paper on Education Policy review Commission Report 1992)

The specific objectives of ESSP focused on: developing an education system that guarantees lifelong continuum of knowledge, values, attitudes, competencies and skills by ensuring scientific and technological orientation of education at all levels. It also focuses on developing the ability to use data and information for decision making, restructuring the education system, making basic education available to all citizens; use of local languages for instruction, for pedagogic and cultural reasons. It further aimed at enabling individuals to apply their knowledge and energies to contribute to social and economic development of the country among others. A Close examination of these objectives reveals that they are in line with the Convention of the Rights of Children (CRC). For example Article 2 which emphasizes Non- discrimination, Article 3 emphasizes in the best interest of the child, Article 6 the right to survive and development, Article 12 participation, the ministry objectives further reflects Government's will and commitment to EFA goals especially goals 1, 2, 3,5 and 6 and the second millennium goal of Achieving Universal primary education. The introduction of UPE has seen the following achievements:

- Increased and equitable access to basic education by both the girl and boy child with gender parity at primary level standing at a ratio of 49 girls to 51 boys.
- The number of trained and qualified teachers has increased steadily at primary level from 81564 in 1996 to 126,000 in 2009. This follows the reforms brought about by the teacher development and management system (TDMS) Programme. TDMS provides a net work at grassroots level where classroom teachers receive professional support on a regular basis, through Coordinating Centre Tutors (CCTs)
- More classrooms, schools and furniture have been secured. In 1997 the existing stock of permanent classrooms for primary schools was 45000 but this has kept on growing for example by the end of 2003 that figure had risen to 70,000.
- More learning materials have been made available to schools especially textbooks. In 1997, the pupil: textbook ratio was 37:1. In 2003 the ratio dropped to 3:1 for P.4 and P. 7 classes.
- Children with special needs are being integrated into the normal schools through an inclusion sector policy, though there is still a challenge of special needs teachers.
- Expansions of non-formal education (NFE) Programmes for disadvantaged children who cannot access education in formal schools have been introduced in different areas.

In spite of these achievements the quality of primary education is still constrained. A Ministry of education and Sports study of the UPE cohort shows high attrition rates. The 2.1 million pupils who enrolled in 1997 became 1.3 million the next year, then 1.1 million, 0.96 million, 0.83 million, 0.7 million, and 0.48 million in 2003. It

is also revealed that assessments of pupils' performance show alarmingly low rates of mastery of literacy and numeracy skills. The 2003 assessment of pupils' achievement published for the National Assessment of Progress in Education (NAPE) revealed that overall performance was poor. More than 40% of P3 pupils tested were "inadequate" in their performance on English reading and writing and in numeracy tests. Over 71% were inadequate in oral English. At the P6 level over 67% of those tested were "inadequate" in English reading and writing, just under 30% in oral English, and over 56% in numeracy. The report also reveals that at post-primary level, only a minority of the students is achieving what is expected; too many are leaving school without the knowledge and skills they need. A study conducted in 2002 reveals low scores in English and maths.⁶ 40% were judged as failing mathematics and 25% failing English on the tests given in the study. According to Aguti 2002, Umoh 2003, Ziwedde, 2006, Wosita, and Nantabaalo 2008) a number of factors are responsible for the above scenario and these include:

- large classes especially in the lower Primary one to Primary three classes
- inadequate reading materials,
- Negative attitude of teachers towards the teaching profession
- limited use of participatory and child centered pedagogy
- constrained and unfriendly child school and home environment
- poor reading culture

The above challenges do not only impede realistic transmission and acquisition of skills, values and knowledge they also do negatively impact on the implementation of CRCs in Uganda.

In order to improve the quality of education in Uganda, the government has tried to come up with the following initiatives:

- Introduction of thematic curriculum and use of local language as a medium of instruction from Primary one to Primary three, development of a competency based curriculum for upper primary classes respond to meaningful participation of children in their learning.
- Banning of corporal punishment and providing alternative ways of disciplining children, and creating learner friendly schools respond to the protection of children while at school and home.
- Construction of classrooms, provision of textbooks, furniture, qualified teachers, SNE, NFE and Girls' education programmes respond to provision of education for all.
- Quality Enhancement Initiative (QEI) that addresses quality concerns of pupils, teacher, school management and community participation responds to Provision, Participation and Protection (3Ps).
- Provision of reading and other scholastic materials

Despite the above initiatives, issues of the (3Ps) namely: provision, participation and protection of the child need attention at pupils' homes, teacher training institutions and in the school context. Salient among the challenges to the 3Ps are: use teacher centered pedagogy *vis avis* child centered pedagogy, students and pupils are not involved in the management of their schools, use of corporal punishments in schools, inadequate teaching and learning resources and over 70% of UPE pupils stay at school without a decent meal. The NAPE reports 2000-2012 reveal that in many of the primary schools there is limited or no reading or writing material. The reports also reveal that a significant number of literacy teachers do not know how to teach reading and writing.

It is against this background that between 2008 and 2010 the Lund University Uganda CRC Change Agents and the batches involved in the Bangkok II Child Rights, Classroom and School Management, Impact and dissemination seminar June 9-14th 2013, incepted projects aimed at addressing some of the above challenges and they included: Change Agents in batch 8 carried out a project which tried to enhance the rights of the child rights through incepting the empowerment of children through student leadership in schools while Batch 9 tried to address the challenge of teacher centered pedagogy through the introduction of CRCs to the teachers in the project schools with an aim of improving the management of classrooms and schools. On the other hand Batches 10 and 13 addressed the challenge of inadequate teaching and learning resources through child hands on and peer generated educational resources. While Batch 11 addressed the issue the right to provision through the enhanced provision of meals for pupils at school.

Main Projects' Activities

The main activities undertaken by the change agents in the period between 2008 -2010 involved:

- Training/orienting, teachers, tutors, SMC, Students/pupils and parents in CRC.
- Training teachers in empowering student leadership.
- Training student leaders in leadership in leadership skills.
- Training tutors and teachers on activities on resource based teaching and learning.
- Training tutors and teachers on production and use of teaching materials.
- Training teachers on how to guide learners to produce literacy materials.
- Training teachers on how to teach reading and writing.
- Organizing and conducting workshops for parents to appreciate the importance of providing meals to learners.
- Following up implementation of agreed actions in all the trainings.

Results

The study projects have had the following visible and invisible results and implications listed below:

- Increased self-esteem among the girl-child and children with special learning needs. This was corroborated by what one female pupils in Katikamu Kisule said:

'Before our teacher introduced the CRC club many of us girls could not take up leadership positions but today we do compete with the boys and we win them in elections'

While another pupil said:

"We now also have a prefect in charge of special needs children in our school"

- Reduced incidences of child abuse and exploitation. For example in one of the study schools the head teacher reported that the number of child abuse cases had dropped from above 49 cases a month to less than 10 cases. Corporal punishments have reduced and gradually and are being replaced by guidance and counselling sessions offered by teachers
- Messages on promotion of child rights placed in strategic places in school compound in all the eight project schools.
- In all the project schools they have established open meeting places within the school compound where teachers and students can meet freely. This was done to reduce the social gap between school administration, teachers and students. In addition, in the four project Primary Teacher Training Colleges they have introduced the School Family Initiative (SFI) in this students are grouped and attached to a specific tutor who act as their mentors.
- Learners now claim for their rights, are more assertive and their voices are listened to more patiently.
- Participation of learners in formulating school rules and regulations. This was corroborated by a prefect in one of the project schools who said:
"We are very happy we now participate in the making of our school rules"
- Children's rights have been integrated in curricula at different levels of education by Ministry of Education and Sports Uganda for example all teacher trainees at Makerere University they have a module on child rights.
- In all project schools and colleges students are actively involved in the production and use of low cost learning materials.
- Some of the parents, school administrators and political leaders who were initially opposed to the provision of meals to learners at school have now joined those who advocate for. For example a study in one of the project schools revealed that the number of children taking meals at school had increased from 10% to 45%.
- An Association for the Lund University CRC Alumni has been formed where members meet regularly to share new ideas and progress from the different projects.

In conclusion, the above findings reveal that there is a noticeable attitudinal and behavioural change amongst teachers, teacher trainers, school administrators and students in

all the project schools. This has led to the creation of child friendly school environment and use of child centred pedagogy.

Challenges

Though the projects had some visible and invisible successes, there are still some challenges which need addressing. These include:

- Rural and per urban poverty, which lead to rampant child labor and early child marriages.
- High dropout rate especially in upper primary.
- Teacher attrition rate especially in rural schools which affects innovations and pedagogical consistency.
- Certain practices and norms which constrain child school attendance. For example child labor, early girl-child marriages, initiation ceremonies and economic activities in some parts of Uganda.
- Some parents and the community encourage corporal punishments.
- An examination oriented system which encourages teacher centered pedagogy and rote learning which limits development of life skills and critical thinking of the learners.
- Some stakeholders who expect personal monetary benefits, hinder the progress of the projects.
- In some instances children still stay at school the whole day without a meal and in extreme cases you find hungry teachers teaching hungry learners.

Discussions and Reflections

These projects undertaken by the different Ugandan Change Agents between 2008-2010 have had implications to the child in Uganda. In areas such as Nakaseke district and Wakiso plus parts of Kampala district project schools for example Nakasero and Buganda Road Primary Schools, over 70% of the teachers, tutors, SMC, Students/pupils and parents have been trained/oriented in CRC. This implies that CRC is getting rooted in Ugandan schools. The other salient observation made by the CRC Change Agents and other stakeholders was the fact that girls were equally involved in peer teaching, generation of literacy materials and school leadership. This has a positive but seemingly invisible implication in that the projects may have another positive effect of enhancing girl child literacy and assertiveness.

Lessons Learnt

Through the implementation and evaluation of the 5 projects undertaken with an aim of enhancing CRC in Uganda, the following lessons are learnt:

- It may be very hard to change people's long and life tested attitudes, values and beliefs in one day or within a short span of time. It is noted that for people's long held beliefs to change, the Change Agent has to go about it progressively, slowly and patiently.
- In order to have ever lasting impact, the Change Agent has to show visible change in him or herself. That is he/she has to act as a role model for others to emulate.
- To keep the projects going, it is important to seek and receive blessings of the key stakeholders such as Education managers, political leaders and other societal leaders or elders.
- In all projects, it is imperative for the project team to identify their supporters/allies and make good use of them.
- If a change project is to support and improve learners' performance as a major concern for all stakeholders, it is very easy to implement because everybody is willing to participate.
- Change does not necessarily need money but the good will of the receptors of the change coupled with the commitment and persuasiveness of the Change Agent.
- It is important to involve parents in matters concerning school because they can ably provide materials for their children's learning.
- Many stakeholders violate children's rights because they are ignorant and are accustomed to the practice.

Way Forward

In order to keep the CRC fire burning and continuously expanding thus, "*walking the walk*", the Change Agents intend to:

- Mainstream/institutionalize the initiatives e.g., training student's leaders every year, orienting new lecturers/ teachers/tutors/students, etc.
- Scale up /roll out initiatives to other teachers, classes, institutions and districts in a phased manner.
- Collaborate with District Education officers/inspectors and co-ordinating centre tutors for mobilizing, training, and follow up of initiatives.
- Write proposals and distribute them for funding.
- Mobilising funds through other fundraising strategies.
- Actively participate in child days.
- Use mass media to advocate for child rights and marketing the CRC network.

- Continuous training of stakeholders in CRC in order to raise awareness.
- Developing training sessions and manuals on CRC initiatives.
- Expand network beyond Uganda.
- Develop a newsletter on CRC.
- Use 'Luvit' and other social networks to share Network activities/content.
- Contribute articles to existing Educational Journals.
- Carry out inter-regional visits.

References

- Aguti, N.J. (2002). *Facing up Challenges of Universal Primary Education, UPE in Uganda through Distance Teacher education programmes*- Makerere University Kampala.
- Government White Paper on Education (1992) Policy Review Commission Report: Education For National integration and Development Republic of Uganda.
- Umoh M. E., (2003). *A Policy Analysis of the Uganda's Commitment to Universal Primary Education*. Senior Edge- Spring Qtr June 2003.
- Wosita, S., and Nantabaalo, G. (2008) Monitor News paper Friday 8 February 2008
- Ziwedde, A. (2006) *An Assessment of the school Facilities Grant in the Development of Schools. A case study of Jinja District In Eastern Uganda*. Un published MED dissertation Makerere University Kampala.

Vietnam



Vietnam has its first team in batch 2 (2004) and in total 10 teams and 30 change agents in batches 1-18. The follow-up seminar 2013 is focusing batches 8-14, where Vietnam has 4 teams and 10 change agents.

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|------------------|
| National | 3 | 0 | 0 | 0 | |
| Region/Province/District | 17 | 0 | 6 | 0 | Teacher Training |
| Local | 10 | 10 | 4 | 4 | |

The Child Rights Program is focusing the two big cities Hanoi and Ho Chi Minh City. The implementation of CRC in education, learning and teaching has been dominated by participants – or change agents – from *local schools (principals and teachers) and teacher trainers at the district level*. The change projects are often directed against *participation* in decision-making processes by students in primary and secondary schools.



| | |
|---------------------------|---|
| Area: | 331,210 km² |
| Population: | 90,388,000 (est. 2012) |
| Capital: | Hanoi |
| Independence: | 2 September 1945 (From France, national day) |
| | (Reunification of North and South Vietnam) 2 July 1976 |
| Official language: | Vietnamese |

Vietnam Post Conference Report

Chu Duc Yen, Hiep Nguyen Van, Hoang Minh Phuong, Ngo Thi Tuyen, Nguyen Thi Hanh, Nguyen Thi Tao, Nguyen Huu Tam and Vu Thi My Hanh.

Frame of Reference

The Convention on the Rights of the Childs (CRC) of the United Nations has been passed by the UN on November 20th 1989 and become effective as from September 2nd 1990. Vietnam is the second country in the world which has ratified and committed to the CRC. The implementation of the CRC has been institutionalised by law. The Law on Child Protection, Care and Education (LCPCE) has been ratified by the National Assembly on August 12th 1991. The Chairman of the State Council issued a decision on announcement on August 16th 1991 and the government issued a decree on implementation on November 14th 1991.

Since the CRC and the LCPCE were implemented, our government has taken a lot of important initiatives to ensure that children can have a full access to a life of comfort, education, protection, healthcare and useful recreation as well. The government has also created a better ground for children to develop to their fullest and also have a brighter future.

However, in practice, not all children have been protected, cared, brought up nor educated as prescribed by the LCPCE. There are certain cases where the rights of children have been frequently violated, somewhere else children are still being abused, infringed upon their body and dignity and they have not been cared well enough to have their full physical strength nor developed intelligence. In addition, many children have not been aware of the CRC so far. They don't know how to use their rights to protect themselves. Therefore, our change agent teams have chosen some practical projects which can help children by providing them with more knowledge of the CRC in terms of rights and responsibilities. Also, we mobilize different resources to give children in need more provision, protection and participation, and to sustain the change work.

Also, we need to learn from the experiences of all other change agents and apply them to our change work.

Main Activities

1. In Hanoi

- Prepare for the meetings with the organizations' leaders.
- Report on the training course and the pilot project to the respective leaders so that the project can be carried out.

- Hold workshops for colleagues, form teachers and the Young Pioneer Organization secretaries of schools about what has been learnt from the course on CRC and what will be done after the course.
- Convene seminars for students about the CRC. Consultations on CRC and children's issues.
- Discuss the ideas relating to the class activities, duties, disciplines, studying...in the 45-minute class meetings on Friday once every two weeks. The aim of the councils: To practice CRC in the school through operating the weekly class meetings, to help students participate more actively in the learning process and building friendly learning environment and their own personalities. How the councils work: To give students the chance to raise their ideas, difficulties ... in a request form and get these solved by themselves or by specialists; To discuss in the class weekly meetings and decide what, why, who when, where, how students should do especially in the co-curricular activities.
- 3 workshops were organized: one for the staff of the Center for Education Technology, one for Cau Giay Department of Education & Training and one for Le Quy Don School. And all the staff are interested in the project and encourage us to do it.
- Encourage form teachers to transform their present approaches of conducting the weekly class meetings into bottom-up and right-based approaches.
- Establish students' councils in classes and schools: The councils help their classmates to solve the problems occurring in their life. The team had a meeting and establish and activate 8 students' councils in 8 classes of grade 6 at Le Quy Don School. Each council has 4 students as leaders with the form teacher as an advisor (32 students and 8 form teachers all). The space of the project is now expanded to 12 schools in Cau Giay District, Hanoi
- Complete project documents: action plans, good practices.
- Prepare for the workshops: translating the documents, structuring the reports, making power point presentations, inviting participants....

2. In Ho Chi Minh City

- Bring opportunities to reach quality education for “disadvantaged children” who have not completed primary school yet and are studying in “classes of love” in districts 3 (subsidized by religious organizations and social organizations, these children are being raised in the local shelters).
- Accept these children in “*Regular schools*”: Luong Dinh Cua primary school.
- Create conditions for children to study, help children complete primary school and continue to higher classes.
- Free all of fees, to study and participate activities, visits ... be sure the nutritious meals, be offered health insurance and accident insurance, health care...
- Bring benefits for “*Disadvantaged Children*” and confirm the responsibility of the family, the community in creating conditions for children study in school, limiting early child labor.
- Continue to help children study in higher classes and prepare a career for the future.

- Delete the differences in education of children, contribute to improve human and universal education for children, children have opportunities to study, completed primary school and continue in higher grades, have professional and knowledge to apply for a job, to reduce the risk of infection of social evils.
- Raise awareness of families about the importance of education and family responsibility in creating conditions for children are in school, restricting child labor start soon. Community (parents of students, civil unions, social ...) shall focused intervention and support to children and coordinate with schools of education.
- Impact and determine the responsibilities of education and levels of educational management, school management ...
- Impacts and proposed guidance documents from the authorities have policies for “Underprivileged Children” learning conditions.
- Help “poor children” through in studying and physical and mental development.

3. In Dak Nong Province

- A workshop for the entire school.
- Training on special subject for pupils of 3 selected classes and the block of grade 6.
- Aggregation of information about the awareness of child rights among the school children through answer sheets.
- Monitor the rate of truancy in three classes of grade 8, among which the class 8C is the key object.
- Raise the awareness on child rights for teachers, students and parents through the integration of teaching hours and distribution of leaflets.
- Strengthen the relationship and roles among the three groups of families, schools and pupils.
- Raise the awareness about the role and duties of pupils within and outside the classroom.
- Guide teachers in creating extracurricular activities to attract the pupils’ active learning instead of playing truant.
- Integrate the issues of rights and responsibilities of children into teaching and learning, as well as into school management.
- Improve the quality of education in schools, to pilot a school-friendly model with active pupils (launched by the Ministry of Education and Training throughout the country).
- Empower the children and ensure the quality of life in the future.

Results

1. In 12 schools among Cau Giay District

- The way the form teachers conduct their weekly class meetings has been changed for the better. The form teachers realize that they should change the top-down approach to

participatory right-based and bottom-up approach, giving their students more participation and interest.

- The students are more aware of their rights and responsibilities. They have the chance to give ideas, requests also they are shown how to do this. They can discuss among themselves about what they think important and necessary for them, how to do their duties, responsibilities, how to solve their problems, difficulties in their daily life and in the relationship with their families, friends and the society.

- The parents are more aware of CRC and agree with the new methods our team have done to their children and hope that their children will be more active and creative and more responsible to themselves (not passive and waiting for parents' decisions).

- The education managers can see how CRC implementation is done specifically and lively in the school. Also, the City Department of Education and Training have directed form teachers in all the schools to conduct the class meeting with the learner-friendly approach.

- The District's managers concern more in CRC, give stronger support and more co-operation with law offices in education. One of the members from Batch 9 is chosen to work as the People Jurors in the District's Courthouse.

- The booklet "Building friendly schools, active students" written by Co-author Dr. Ngo Thi Tuyen has been printed and sold in public. This is a product from the Child Rights Programme of Batch 9.

2. "Underprivileged children" to learn, to integrate with Luong Dinh Cua students

- Quality of learning: children are learning enough subjects and other subjects (drawing, soccer, martial arts, ...), they have basic knowledge to keep up general levels; study better, be properly assess the ability of children, the children's progress is clearly,

- Conditions to develop physical and mental: they are participating in activities of the school (music, sport, to visit, the admission team ...) to contribute ideas, support clothing collection, eat enough nutrients, which has scholarships, health care providers regularly and enjoying other health insurance, ... the teachers and students interested, listening, love ...

- Ability to integrate: the children are happy, confident go to school, there are many efforts to study and practice good ethics to integrate (with absolutely no stirring the expression). With more help from teachers and students, poor children should be able to keep up general levels of the class, that is the basis to study the higher classes.

3. Analysis to find the root causes leading to truancy at Hoang Dieu Secondary School

- The results of the analysis of the answers collected from three different objects of pupils, their parents and teachers were recorded together with their suggestions as remedies. The school must execute learning statutes and be more strict in managing its pupils.

- Suggestions of the pupils to reduce the rate truancy:
Parents do not really care about their children's learning.

- Encourage, give advice and help him/her
- Convince his/her family to pay more attention to his/her learning
- Teachers should take interest in him/her with encouragement (great effect)
- The truancy rate reduced over 50%.

Some Reflections of Students, Teachers, Parents

1. Reflections of students

- They are very keen on being members of the councils and participating in the activities held by the councils.
- Everything seems to go more and more smoothly especially after the monitoring trip of the teams.
- They become more active and feel free to do things by themselves and express themselves.
- They are more involved in the activities and
- They are more aware of their rights and responsibilities (what they should/shouldn't do).
- They want to continue with the councils.
- They are very interested in the student council results. They want more friends to involve in and they need their class teachers help. Still some complains: they have some boys in class, very playful and persisted. Some others (boys and girls) seem to fall in love. The issues "outside classroom" they don't think to touch, such as waste in the playground, dirt in the toilets, or food at school lunch...

2. Reflections of teachers

- They are very interested in the project because they want to change their approach: from top-down to bottom-up.
- They know more about the CRC so they can change their view over their students.
- They want to listen to and understand their students better and are more positive in evaluating their students. So they can stimulate the students' advantages and help them reduce their disadvantages.
- They don't have to prepare everything for the weekly class meetings like before as students can do many things themselves. They just give some advice or comments.
- They are ready to continue the project.

3. Reflections of parents

- They are very happy to know about the results of the project.
- They can see that their children are more confident to express their ideas.
- Some parents do not pay attention to this project. We don't have their reflections.

4. Challenges

- Some students councils and form teachers do not work actively.
- The students' councils activities of grade 8 and 9 in Cau Giay District have to be integrated with the other school activities and projects such as “Education for Sustainable Development”, “Climate Change” supported by SIDA and done with Umea, “Asian Dialogue”, “Connecting classroom online” with The British Council...
- The team members have all changed the work positions.
- Lack of time to implement the project because of the timetable of students is full and the team members are busy at different periods of time.
- Differences in academic and world knowledge between the children.
- The age gap between normal students and disadvantaged students
- For example, normal children will enter the first-grade class at six years old. But disadvantaged children often start studying at nine years old or more.
- “Street children” often have bad habits and poor health as they don't have enough food to eat. They don't often engage in body hygiene.
- Disadvantaged children feel a complex about their background. So, they are very shy and lack confidence.
- Despite a change in the rate of truancy in comparison to the time before the project took place the result was still very moderate
- Ineffective networking.

Way Forward

1. Sustainability

- Report on project progress to managers, mentors and higher authority.
- Draw experiences from the change projects and suggesting a plan for multiplying the activities, results in other schools in districts as well as in provinces.
- Follow up and monitor the change project schools.
- Find resources for activities: financial support from the stakeholders, fund raising among the teams for joint projects.
- Include CRC in the new curriculum (Year 2015).

2. Networking

- Enhance team, provincial, and national networking (a first national CRC network meeting in Ho Chi Minh City on November 9th in 2013): share experiences through Facebook, email, telephone, documents, arrange meetings...
- Work with Asian countries such as Cambodia, China, Indonesia to create regional network.

Zambia

Zambia has its first team in batch 1 (2003) and in total 10 teams and 30 change agents in batches 1-18. The follow-up seminar 2013 is focusing batches 8-14, where Zambia 4 has teams and 12 change agents.



Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

| Level | Position of Change Agents in Batch 1-18 | Change Projects in Batch 1-18 | Position of Change Agents in Batch 8-14 | Change Projects in Batch 8-14 | Comments |
|--------------------------|---|-------------------------------|---|-------------------------------|----------|
| National | 2 | 0 | 0 | 0 | |
| Region/Province/District | 18 | 0 | 12 | 0 | |
| Local | 10 | 6 | 3 | 4 | |

The Child Rights Program has focused 4 of the 10 Provinces namely Lusaka (2 teams), Central (1 team), Mushinga (2 teams) and Copperbelt (3 teams). The focus of all the projects has been on promoting children's participation by establishing, development and evaluations of class and school councils in primary and secondary schools.



| | |
|---------------------------|--|
| Area: | 752,618 km ² |
| Population: | 13,092,666 (est. October 2010) |
| Capital: | Lusaka |
| Independence: | 24 October 1964 (from the United Kingdom) |
| Official language: | English |

Zambia Post Conference Report

Chella Nachela Margaret, Chishiko Stephen, Kabwe Benjamin Harris, Katele Kalale Phillip, Katongo Sitwala Susan, Kazeze Gondwe Esther, Malonga Christina, Miyanda Mambe, Mwale Kezala Kelly, Sichilima Malango Ginno, Simunyola Catherine and Yumba Kandingu Valentine.

Zambia is situated in the southern part of the continent of Africa. It is a land-linked country covering 752,614km² surface area. The country is divided into ten administrative provinces.

Frame of Reference

Zambia is a signatory to the Child Rights Convention and since the adoption and ratification of this convention in 1989; much has been accomplished for the children. Several programmes such as Child Health Week, Community Sensitization Programmes and Vaccination against HPV (cervical Cancer), have been put in place with a view to improve children's well-being.

Zambia appreciates the fact that education is a basic right for every child. The country's constitution, education policies and curriculum attest to this fact. Evidently, there are policies such as free education policy in which the government has abolished school fees and examination fees for grades 1 to 7 and 9 respectively in order to eliminate barriers to accessing education. In addition, provision of learning materials such as exercise books, pencils, pens and rubbers is made to enhance children participation in education.

Realizing the commitment made at global level, the Government of Zambia introduced Re-entry policy in which girls who drop out of school due to pregnancy are allowed to get back to school after delivery to enhance efficiency of education. This is a practical demonstration of the fact that Zambia is committed to providing education as a right for every child without discrimination.

The School Health and Nutrition (SHN) is another important programme which focuses on the principle of provision. Under this principle, children are provided with food during the school feeding programme and also provided with drugs for de-worming.

The Ministry of Education has included the aspects of child rights in the school curriculum under subjects such as Social and Development Studies at primary schools, Civic Education and Civics at secondary schools and Social, Spiritual and Moral Education at teacher training colleges. In addition, the Ministry has taken a paradigm shift from teacher-centered to learner-centered approach. This is in line with the CRC recommendation, which is: 'In the best interest of the child'.

The Zambian government appreciates the fact that children should be able to freely express their views and participate in matters affecting them through different fora such as Youth Day, Child Parliament and School Councils. The Zambian Education

Act (2011) reflects the political will in supporting the participation of children in decision-making by way of including student councils in the Act.

The Change Agents in the country have done so much in implementing and strengthening CRC activities in order to enhance all the three principles of CRC which are Provision, Protection and Participation. They have implemented various projects that have related themes. These projects are aimed at strengthening learner participation in decision making in their learning institutions through School councils. The Agents have even gone further into the colleges by establishing a college council in one of the teacher education colleges. In their work, the change agents have identified key stakeholders whom they have sensitized on CRC issues in order to raise awareness among them, and also to get the stakeholders' support for the various projects.

The Change Agents have also established school councils in most of the primary and secondary schools in the Copperbelt, Central, Lusaka and Muchinga Provinces. The benefits of school councils have given impetus to the change agents to roll out to the entire nation so that learners in all learning institutions can have the full opportunity to be involved in decision making in matters affecting them.

By and large, the Zambian Government has identified four priority areas where the three principles related to the right of children-participation; provision and protection-are realized. The priority areas are *access* and *participation*; *quality* and *relevance*; *efficiency* and *effectiveness* and last but not the least *equity* and *equality*.

Main Activities

In the implementation of CRC projects in Zambia, many activities were carried out. One of the activities which were undertaken was the establishment of National and Provincial Change Agents Committees to spearhead child rights activities in the nation and province respectively. During one of the national conferences, each province elected the chairperson, vice chairperson and secretary. The three people per province represent provincial committee. The national committee comprising the coordinator, the vice national coordinator and the national secretary was also elected during the same conference. However, some provinces such as, North Western and Southern provinces were not in attendance due to the fact that no one from these provinces had been trained as change agents yet.

Another notable activity which has become an annual event is the conference which provides a platform to all change agents in the country and other stakeholders who advocate for the rights of the children to share different experiences.

This activity is usually held in March during the time that the mentor from Sweden visits the country to monitor performance of the batch under training. As already alluded to above, the major purpose of such conference is to enable each batch of change agents to share their experiences through report giving. The other purpose is to enable representatives of school councils to also share experiences on their role in the governance of their institutions. Furthermore, the conference is used as a forum for the latest

batch to share their project progress with stakeholders. The mentor's presentation is also meant to inspire change agents and work on the identified gaps. So far, three conferences have been held on the Copperbelt.

The other major activity has been the establishment of class and school councils in both primary and secondary schools in the four provinces, namely, Muchinga, Central, Lusaka and Copperbelt. Copperbelt province has endeavored to establish a college council in one college known as Kitwe College of Education.

Another activity implemented has been the formation of district council committees for pupils in Copperbelt. The committee for these councils is elected from the members of school councils. They coordinate the activities of school councils in each of the districts.

The change agents, in collaboration with other organizations such as Zambia Civic Education Association, Police Victim support Unit, CAMFED (Campaign for Female education in Zambia), FAWEZA, Ministry of Community Development, UNICEF and Save the Children International have continued to raise a voice to create awareness about the rights of the children through various CRC activities. Zambia Civic Education Association has been instrumental in the provision of reading materials for both learners and teachers whereas CAMFED has been instrumental in providing necessary school requirements for vulnerable and orphaned children.

Key stakeholders such as Provincial Education Officers, Principal Education Standards Officers, Senior Education Standards Officers, District Education Board Secretaries, District Education Standards Officers, Principals and Headteachers have been involved in CRC programmes. They have participated in various meetings and trainings organized by change agents.

Institutionalization of CRC activities has been achieved through the use of existing structures of teacher education department, in-service unit. The main reason for institutionalizing CRC activities is the realization that teachers, who are key persons in initiating change, are found in schools and that the pupils, who are the targets, are also found in schools. In addition, CRC enhances implementation of effective teaching and learning methodologies as it focuses on putting the learners at the center of the learning process. Teacher education in-service programmes provide fora for teachers to share best practices within their learning institutions. It is during such meetings that teachers include aspects of child rights in their discussions. In addition, most schools with school councils have timetabled school council meetings.

CRC has been included in education curriculum in order to create awareness amongst learners. Child rights are taught in subjects like social and development studies at primary school and Civics and Civic Education in secondary schools.

In collaboration with existing structures in the ministry of education, standards and teacher education departments have been able to carry out monitoring of CRC activities in schools. This monitoring exercise provides an insight during the evaluation of different projects. In addition, it provides the feedback to different players during stakeholders' workshop so as to see the discrepancy between the actual performance and planned activities.

Results

The activities carried out have so far produced many positive results. For instance, establishment of a network for Copperbelt, Central, Lusaka and Muchinga Provinces has led to effective co-ordination and communication amongst the change agents. Furthermore, collaborative planning, implementation and monitoring of CRC activities at district, provincial and national levels have been enhanced.

Annual CRC National Conferences held have also resulted in sharing of experiences in CRC management at various levels of CRC implementation. In addition, these conferences have caused an improvement in planning and reviewing of school and district council activities. On the other hand, Continuous sensitization of key stakeholders resulted in increased awareness, shared vision and support from authorities and other organizations such as Zambia Civic Education Association and CAMFED Zambia.

Class, School and College councils have increased learner participation in decision making and have enabled learners to acquire democratic values and skills. Consequently, riots and other forms of unruly behavior have minimized. Furthermore, they have contributed to improved school management and administration as well as improved teacher-pupil relationships.

Formation of district school council committees for learners in the four provinces has resulted in sharing of experiences among schools and has improved co-ordination among them. These committees have also equipped learners with leadership skills.

Ultimately, the change agents are inspired to even work harder to take the CRC activities to other parts of the Country, other than the Provinces and Districts where trained change agents are currently operating from.

Discussion/Reflections

This section delves into the factors that have caused the projects in Zambia to succeed, particularly Copperbelt Province. First and foremost, the selection of the teams by Lund University has worked wonders. The teams have blended together very well regardless of different operating levels. Actually, different operating levels have provided the needed strength to complement one another in terms of knowledge, skills and competencies. The members of the teams from different batches bring various experiences on the platform.

Secondly, selecting many teams from one region created wide network and increased the presence of the change agents in the province. This visible and felt presence increased the CRC activities in the province, hence having great impact. For this reason, Copperbelt province is an epitome of the CRC activities in the country and model province where other provinces draw lessons from.

Suffice to note that there has been consistence in the selection of projects on the Copperbelt. Teams from different batches within the same constituency have been building upon the same theme: participation of pupils in school governance through

school and classroom councils. The teams have been meeting to analyze reports and identify the gaps which in this case give an idea for the next team to work on.

The other notable strength is that graduating change agents orient selected teams as they travel to Lund University. This gives the new team an idea of what is expected of them to do. The foundation is already laid down for them to build on.

The other underpinning factor is the consistence of retaining the mentor to provide oversight. The mentor is the carrier and driving force in the realization of the projects. She acts as a hub where different teams coming from different provinces anchor and find space to interact with other teams. In the long run, a strong network is realized. The mentor, in addition, helps to distill and fine tune the ideas of the change agents by thoughtful but provocative enquiry.

However, the story of school and class councils has been a success on the Copperbelt because so many have come on board to support the initiative. It has been incorporated in school programme for term (SPRINT) where teachers discuss in groups.

By and large, the political landscape and atmosphere in the country, generally, provide an incentive for our pupils to practice democracy through their participation in school governance. Pupils are given the mandate to make decisions and ascribe to the tenets of democracy at school level.

Challenges

The implementation of CRC initiatives in the country has not been as plain sailing as one would love to see. The long walk to the path of success has been characterized by challenges as other people still harbor the fears of allowing pupils to freely participate in their welfare.

Zambia, being a Christian country as declared in the preamble of the constitution, some people misinterpret the scripture: spare the rod, spoil the child. In this quotation, some adults have infringed the rights of the children. This is an entrenched value which is still lingering its ugly face.

In the quest to promote school governance through child participation, conflicts between prefecture and school council representatives arise. Who, in this case, has a strong voice? The school administration and teachers, in most cases, align with prefects since this group promotes their interests.

However, the biggest challenge is to change the practice that has been in existence since time immemorial. Prefects have existed as early as western education was introduced in Zambia. To the majority, they feel abolishing prefecture is promoting indiscipline in schools. In addition, the presence of the prefect is effective compared to that of a teacher whose presence is limited.

Staff attrition of change agents through transfers, death and retirement has impacted the performance of the network negatively. New officers have joined with little or literally no idea or interest in the CRC programmes. The tempo of doing things is affected and turbulence becomes the order of the day.

On the other hand, student turnover leads to having new members who should be inducted in CRC activities. New pupils with distorted ideas take over mantle of school council representation. They have to learn to listen to others.

Generally, the school, being an open system, has to withstand the pressure coming from the external environment. Wrong beliefs and counsels which affect the freedoms of pupils are advocated such as the child should always obey. In this situation, the child's voice is silenced.

Way Forward

Change agents in Zambia will endeavor to address the identified challenges in collaboration with other stakeholders by undertaking the following activities:

- Continuous sensitization of learners, link teachers, teachers, head teachers, parents and all relevant stakeholders.
- Establish student councils in all the ten provinces of Zambia.
- Lobbying for more support from government and Civil Societies (Zambia Civic Education Association, Save the Children International, Victim Support Unit, Human Rights Commission of Zambia, Community Youth Mobilization, Ministry of Youth and Sport, UNICEF,) which have shown good will to support CRC activities.
- Hold annual CRC meetings to plan and review at national, and as often as possible at provincial/ district levels.
- The Bangkok conference (8th to 15th June, 2013), emphasized the need for continued networking. Therefore the Zambian change agents have pledged to strengthen their network system.
- As change agents we pledge to commit ourselves to CRC activities, and 'talk the talk' and 'walk the walk'.
- Continuous monitoring and evaluation of CRC activities.
- The provincial change agents committees though initially established in Central, Muchinga, Copperbelt and Lusaka provinces, are intended to be established in all the ten provinces of the country.
- The updating or revising of the toolkit on establishing and running school and class council. In this toolkit, issues of prefecture and school councils should be addressed.

4. Analysis and Reflections

Ulf Leo, Lena Andersson, Agneta W Flinck, Bodil Rasmusson and Per Wickenberg

In this chapter we as mentors and teachers in the programme analyse and reflect on the participating countries' reports presented in chapter three. The purpose of the country reports is to present the content, results and way forward from a country perspective; in this chapter we try to identify similarities, patterns, factors of success and challenges. We use different perspectives to analyse and reflect on the implementation of CRC. In the following section, we first focus on the level of the change agents and their change processes, from local to national with bottom up and top down approaches. Then we continue the analysis of the reports and use the content in the programme following the same themes as in chapter 2, to see how the content is used in different change processes within the countries. In the final section, we reflect on the collective change processes and changing norms using a tool that was presented in Bangkok by keynote presenter Göran Hydén.

4.1 From Local to National – Bottom Up and Top Down Approaches

The participants in the programme represent different levels – local, regional and national – in the education system. Table 1 below shows the positions of change agents from batch 8 – 14 present at the Bangkok seminar:

| | Cambodia | China | Colombia | Egypt | Ethiopia | India | Indonesia | Malawi | Namibia | South Africa | Sri Lanka | Tanzania | Uganda | Vietnam | Zambia | total |
|--------------------------|----------|-------|----------|-------|----------|-------|-----------|--------|---------|--------------|-----------|----------|--------|---------|--------|-------|
| National | 2 | 0 | 5 | 4 | 4 | 0 | 0 | 2 | 3 | 0 | 6 | 10 | 3 | 0 | 0 | 39 |
| Region/province/district | 3 | 7 | 5 | 3 | 7 | 6 | 10 | 4 | 2 | 6 | 0 | 0 | 7 | 6 | 14 | 80 |
| Local | 1 | 4 | 10 | 2 | 5 | 9 | 5 | 2 | 4 | 3 | 6 | 5 | 5 | 4 | 4 | 69 |
| | | | | | | | | | | | | | | | | 188 |

Table 1. Position of change agents batch 8 – 14

The participants are often recruited and selected in cooperation with previous participants, based on developed selection strategies for each country. There are more participants representing the regional/province/district level compared to the national level and one explanation is the great differences between the countries in terms of population and size.

Most of the projects and change processes in the programme start at local level (see table 2 below). The very first target area is often a single school with teachers and students as the main target groups followed by involving parents, local leaders, school committees and other stakeholders in the local community.

| | Cambodia | China | Colombia | Egypt | Ethiopia | India | Indonesia | Malawi | Namibia | South Africa | Sri Lanka | Tanzania | Uganda | Vietnam | Zambia | total |
|--------------------------|----------|-------|----------|-------|----------|-------|-----------|--------|---------|--------------|-----------|----------|--------|---------|--------|-------|
| National | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 5 |
| Region/province/district | 2 | 2 | 2 | 1 | 1 | 0 | 4 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 12 |
| Local | 0 | 2 | 7 | 1 | 4 | 5 | 5 | 2 | 3 | 3 | 2 | 4 | 4 | 4 | 4 | 50 |

Table 2. Position of change projects in batch 8 – 14

One lesson learned is that a change in attitude towards more child-friendly schools needs the support and involvement of people both within and outside the school. At local level we find a variety of activities, workshops, campaigns and festivals aiming at creating awareness and understanding of CRC in the schools as well as in the local communities. Most of the projects and change processes continue year after year and they are disseminated to more schools in the districts.

At local, district and national level, teacher training is a key to change. A rights-based approach is infused through teacher training, introduced in schools, in teacher training colleges, and in universities. The training of teachers, both pre- and in-service, gives an opportunity to reach thousands and thousands of students.

The projects located at national level have resulted in the inclusion of CRC in the curriculum, in policies, and also in materials, and books to be used in teaching CRC as a subject or included in other subjects.

The figure below helps to understand the complex processes of implementation of CRC in the education sector at different levels and contexts in the different countries. There is a top down approach where policies like CRC or the Education Act are to be implemented. But there is also a bottom up approach.

When you want to implement new ideas and policy documents at the local level, there are already existing social and professional norms, dedicated people and organisations working with the issue and forming the local undercurrent in Figure 1 below. The figure shows the combination of a top down and bottom up approach that has been successful in the participating countries.

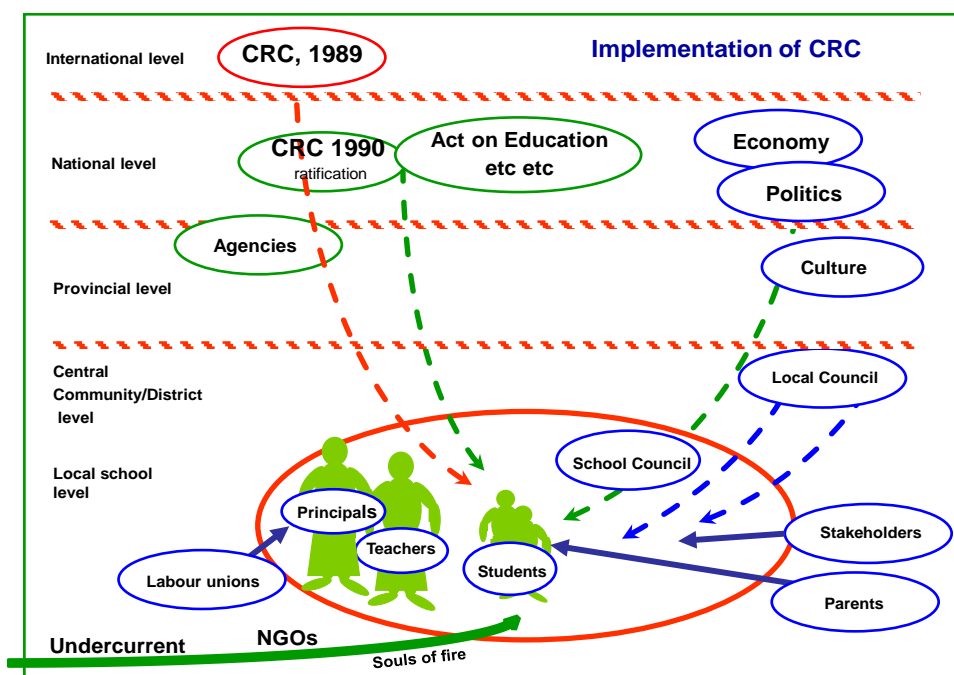


Figure 1. Implementation of CRC at three socio-administrative levels: National/State; Provincial/Regional, and Local School level (elaborated according to Wickenberg, 1999/2004).

From a mentor's perspective, the fact that we try, in each team, to have participants from all three levels has been a key to success in the programme. The combination of competencies from different levels gives opportunities in the teams to combine a top down and a bottom up perspective in the change processes.

4.2 Analysis From Three Perspectives

In this section, we continue the analysis of the country reports using the content in the programme following the same themes as in chapter 2, to see how the content is used in the implementation of CRC within the countries.

4.2.1 The three Ps: Provision, Protection and Participation

As we have seen in chapter 2, the three Ps (Provision, Protection and Participation) are an important part of the toolbox provided to support understanding, interpretation and application of the CRC into practice. Reading of the country report shows that

the Ps provide a common starting point in the frame of reference for most of the 15 participating countries. They are further used as key concepts in planning, for identification of needs for change and focus of the change projects. The concepts are closely integrated and are in fact inseparable. It means that all the 3 Ps generally are used as the primary base for discussion of what to focus on in the projects. In the next step, however, Participation has become the main focus in a majority of the change projects. In this context article 12 in the CRC is a key article. It recognises the right of the child to express an opinion taken into account in any matter or procedure affecting the child. We have seen the same pattern over the years. Children's participation has been interpreted as the most urgent topic to work on. Some pattern result was found in the reports from the first Impact and Dissemination Seminar in Bangkok 2009 as in most of the final reports from different batches finalised so far.

We find many examples of how teams have built upon what has started through previous projects, which in turn has enriched the content, contributed to development of methods, strategies and dissemination of experiences. This progression also allows us to observe some of the results over time. It could, for example, mean that one team evaluates the project conducted by another team in order to strengthen the first initiatives, deepen knowledge of a certain phenomenon and to spread the experiences to other schools and actors.

Many teams have observed increased awareness of the CRC not only among children but also among teachers and parents. Initiatives from the change agents have mostly been met positively among target groups and stakeholders. Views are gradually changing from seeing children as objects to seeing them as subjects.

Change agents experience that children now, as a consequences of the change processes, claim their rights in a new way, raise their voices and are listened to more patiently. One positive consequence could be that riots and unruly behaviour have been minimised.

Participation

Different *motives* for strengthening children's participation appear in the country reports. Increased participation is generally expected to contribute to empowerment of children, to develop their personalities, identities, skills and competencies, to strengthen their self-esteem and give them space to claim their rights. Children should be able to practice democratic values and working methods in schools as well as in the community. Their perspectives, experiences and knowledge should be utilised. There is also a continuous effort to work on *rights together with responsibilities*. Training and workshops have been arranged for students, parents, teachers, principals and stakeholders.

One category of change work concerns *children's rights to participation in decision making in schools*. Children should be a part of school management in order to be able to contribute with their opinions and knowledge but also to have opportunities to learn and exercise leadership skills. One intention is to close the gap between school administration, teachers and students and hence develop democracy in schools. Children's participation in decision making could be a means for creating a safe school environ-

ment, to eradicate problems like discrimination, marginalisation, violence and bullying among children. Establishment and development of *school councils and class councils, district council committees and school parliaments* is a common way to give children possibilities to participate in formal as well as informal decision making. *Child Rights Clubs* are other common forums where children organise themselves and take their own initiatives for CRC-based activities. Student-to-student mentoring and tutoring services are other examples where children are organised to support each other in exercising their rights. The establishment of forums and organisations like this create conditions for sustainability. Students themselves can, for example, play an important role in training their fellow students.

But the change work is not always easy. Empowerment of children is still a new phenomenon in many places. Too much space and power for the children could be seen as a threat to old perceptions and orders. Resistance is common among parents to the empowerment of children in societies where children have to submissively take instructions from the elderly.

Conflicts between school councils and prefects are an example of how tensions have arisen between previous and new orders in schools. Prefects, working closely together with the school administration, have existed for a long time in schools.

Another category of change work described in the country reports concerns *children's participation in the classroom in the teaching and learning process*. It is often connected with ambitions to create child friendly schools in a broader sense. Interactive and participatory methods have developed with the intention to develop and change the relations between teachers and students and to change the conditions for learning in different subjects. Children are involved in the creation of democratic classrooms, including the formulation of school rules.

Pedagogy in the classroom has changed to be more child centered; the atmosphere is more open and the relationships between teachers and students have changed, becoming more democratic and interactive. It has been observed that changes like this could reduce stress on teachers as well as on students.

Children's right to expression is also present in festivals, drama, child rights days and similar activities where children get the opportunity to express themselves through drawing, singing, dancing, photos etc. Another example is social cartography, as a participatory tool to enable children to recognise their culture and to strengthen their cultural identity when suffering from internal displacement.

Protection

Corporal punishment, discrimination, sexual abuse, harmful work, teenage pregnancy, violence and bullying are examples of problems worked on in many of the change projects. Activities within this area are often closely connected with support for and development of children's participation. This approach has in many cases been an important means for creating a safe school environment, to eradicate the problems mentioned. The children have been involved in talking about the problems and working on solutions together with adults.

Within the area of Protection, some country reports give examples of how problems like corporal punishment, truancy, drop-outs due to pregnancies, bullying and sexual abuse have decreased substantially. This could be seen as a result of increased attention to the problems and development of new methods to handle the problems. Working together with children themselves in a new way is another factor of importance for the success. But resistance could still exist among parents and in the community where corporal punishment is encouraged. It takes time to sensitise parents on children's rights. The situation for girls has in many cases received particular attention in the classroom (e.g. in mathematics and science) or access to school in connection with pregnancy or work at home.

Provision

The country reports show that many different measures have been taken by adults to fulfill children's basic needs like providing meals in schools, water and sanitation facilities, school uniforms, transport and hostels as well as access to health care for children with disabilities. In other cases children themselves have contributed to provision through for example production of teaching and learning material. The very importance of paying attention to basic needs is exemplified in one of the reports telling us that children in some instances stay at school the whole day without a meal. In extreme cases you could also find hungry teachers teaching hungry learners.

The experience above shows that it is possible to use the abstract and general formulations in the articles of CRC as tools for change.

4.2.2 Learning and Changes in the Classroom

The programme is:

"[...] designed to give opportunities to compare and share experiences with participants from other countries while taking into consideration the Convention of the Rights of the Child, Education for All and other internationally agreed instruments. A rights-based approach has the potential to contribute to the broader efforts of improving educational quality and impact. Schools and classrooms that are protective, inclusive, child-centred, democratic and encourage active participation have the potential to solve problems such as non-attendance, dropout and low completion rates, which are common in developing countries."

The most common area of changes inside the classroom for the 15 participating countries is implementing the Child Rights based approach as it is described above. This main field in children's rights education is a pathway to effective citizenship. To see children as present citizens and caring for their rights, demands a strong will to seriously reform the teaching and learning conditions in classrooms and schools. All countries testify improvements of educational quality by changing teachers' behaviours towards a student-centred learning environment. As a result of the programme, thousands of teachers and principals have been trained in several aspects of children's rights and appropriate

pedagogy in classrooms and schools. Open meeting places in school compounds for school administration, teachers and students are one example of building social relations to try to reduce the social gap between them.

A gender sensitive approach

By introducing the bottom up approach, children's needs have been in focus and caused increased self-esteem among girls. Several change projects have focused on changing the normative agenda for teaching and learning material, participation and voices heard, to a gender sensitive approach by increasing teaching and learning material which gives priority to student-centred activities and uses more cooperative activities to promote the participation of girls. By recognising the domestic workload that used to be culturally given to girls, the work is now being shared by both girls and boys. By encouraging participation of girls learning natural science subjects and by improving science books to consider female gender in professionalism, the polyphonic classroom is created. By daring to raise questions about sexual health and trying to clarify doubts, myths, beliefs and misconceptions, the dropout rate due to pregnancy has been reduced in some of the schools involved in the programme. One example is a change project that has worked on constructing a girls' hostel in boarding schools to create a safer culture for both boys and girls.

A democratic approach

Through a simple suggestion box in a school or in a classroom, many democratic ideas have started to grow. The next step can be to enable participation in formulating school rules and regulations, and then to create a forum for new ideas. All countries report about class councils, school councils and some even on district councils, children's parliament and leadership training. Some teacher training centres participating in the programme have introduced student councils as a way to keep up with the development of democracy in schools, but also to show that the teacher trainees have understood CRC and can implement it in their future classrooms. This important capacity building is one clue to understanding the change of roles in school settings. Children are given opportunities to be heard in all matters affecting them, regardless of their age and maturity level. Some schools arrange class meetings where the top down approach is banned; students are allowed to discuss among themselves any issues that they think are important and necessary, how to solve problems, how to fulfill their duties, how to solve difficulties in their daily life and relationship with their families. Several country reports shows that the number of complaints from students to the school management has been reduced.

A participatory approach

Many stress the importance of teacher development and allowance of critical thinking, collaborative activities and pedagogical strategies to achieve democratic classrooms.

Some schools are sharing best practices and have formulated a participatory plan for teachers, developed teaching guidelines and conducted training for teachers to improve educational approaches. There is a need for discussions among teachers on how to change, how to include CRC and how to use a participatory approach. In-service training discussions about best practices allow the participants to include different aspects and problems by implementing Child Rights. One change project in the programme has done action research to identify the educational gap and conduct training for teachers on educational approach and monitoring. At some universities, the CRC approach has spread from being used in some courses at certain departments to other departments including different subjects. Smart classrooms with internet connectivity are one way to increase participation and in line with designing tools to assess students' perception of participation.

A caring and protective approach

By defining school dropouts, stigmatisation, marginalisation and bullying, many schools involved in the programme have established support systems to provide counselling to students who are discriminated, marginalised and bullied and to encourage teachers to adopt positive discipline in classrooms. Some schools have started anti-bullying committees, which deal with understanding the effects of bullying in schools. Many stress the importance of defining factors that contribute to low enrolment and a high dropout rate. Corporal punishment has been reduced and gradually replaced by guidance and counselling sessions. We can see and read from the country reports how the teacher trainers in different teacher training centres have changed their attitudes towards the teacher trainees and stopped using corporal punishment. As a result teacher trainees become more outspoken on school matters and understand the importance of a bully- and abuse-free school. From countries with a high rate of violence in society, school behaviour codes have been set to include violence and bullying as misbehaviour with disciplinary consequences and sanctions for the purpose of reducing physical and mental punishment at the school.

Summing up

As a result of the programme, curricula at primary and secondary level as well as teacher training level have included CRC and some teacher training centres are running courses on CRC. Material has been developed to suit the needs of the students, adjusted to their specific learning contexts or designed to address problems related to children's rights. More girls are active in the learning area, in peer teaching and school leadership. The design of extra co-curriculum activities highlights a new view upon a child's school day. The need to rest, the need for food, to play and to do out-of-school activities is important for a student who is coping with lessons, homework and tests. A big challenge is to develop meaningful and sustainable participation. The establishment of class and student councils is one way to achieve real participation and democracy. Students have become more energetic and active. Other challenges relevant to the teaching and

learning processes are teacher attrition and children dropping out due to poverty and other causes. Many education systems are heavily exam-oriented and therefore find the rights-based approach to teaching time consuming. Several reports conclude that support, motivation and monitoring are the tools to use to achieve sustainability and improve educational quality and impact.

4.2.3 Leadership

During the part of the programme carried out in Lund, the concept of leadership was introduced and discussed from various perspectives. As many of the participants have leading positions at various levels, the discussions started from there with traditional leadership, as so many could contribute with their own experiences from their own leadership. As presented in chapter two, other areas and aspects of leadership were introduced as well, such as project leadership, the teacher as a leader, and ways of creating your Space of Action enough to be a pro-active leader. The reports from the Bangkok seminar include various experiences and outcomes of the leadership discussions; they will be presented below under six headings/categories named after the wording used in the participants' text, which is not always the same as it was discussed in Lund or how it is presented in their literature. However, this is seen as positive as it means that the change agents, on returning to their work, really have reflected on their leadership on the basis of what they experienced during the discussions in Lund.

Open-minded leadership

When open-minded leadership was described in the texts of the change agents, it was referred to as the change they had developed in their own leadership. Open-minded leadership was described as a new style of leadership in which they used communication and discussions more. They did not just tell their staff members what to do; they also listened more to them and wanted to hear their ideas and reflections. Obviously the purpose was to create another kind of relationship with their staff members and also an understanding of the usefulness of a more open attitude towards staff members. From their descriptions of open minded leadership, it seems that it is close to what is usually described as informal or personal leadership, characterised by not relying only on the formal position you have as a leader, but also on using your personality to create motivation and dedication. This is specifically useful in public and in service oriented organisations, which are the kind of organisations where the majority of the change agents work.

Project leadership

Project leadership is mentioned mostly in connection with training of stakeholders or other categories of people who could be needed in the project during the process. It is clear to the change agents that they cannot handle the change programme all by

themselves for a long time so they need some support staff who can take over some responsibilities later on in the process. The change agents are also very clear about the fact that the persons they need for delegation need training in project leadership. It is understood that leading a project is different from the traditional leadership in their traditional organisations. When we discussed project leadership during phase two in Lund, we focused on the differences between project leadership and traditional leadership. That is also what can be seen in the comments on project leadership in their reports. You have to be more self-reliant as a project leader; there is no organisation to back you up, no staff members to assist you and no resources other than the ones you create yourself.

Delegation and empowerment

The change agents are aware of the need for the support of stakeholders and/or other involved individuals. What is mentioned in their reports is that the process of delegation entails empowerment. This is not an easy process. When there is a well-functioning project that the change agents have built up themselves, based on their own idea, it is not easy for them to let go. That is why delegation and empowerment need to be planned well in advance. In most cases, it is already in the project plans. It is easy to ask for help and assistance from stakeholders, but to delegate part of and finally all the authority to them takes some courage. The change agents are planning for some training of the persons selected for delegation, which is a good start for the process of delegation. It has to be a true delegation, not only asking other people to carry out some duties and to take some responsibilities. Power and authority have to come with the delegation.

Monitoring for implementation

During the mentoring sessions in Lund, the importance of monitoring was discussed a lot. The change agents also developed and constructed indicators for the mentoring process. Both quantitative and qualitative indicators are needed when outputs as well as outcomes have to be monitored. At least some indicators were present in the plans from the beginning, while others have been developed later. The monitoring is a process that the change agents need support from other parties to carry out. So this is a natural stage in the process to introduce delegation. For monitoring, someone has to be at the project site rather often, and staff members of the schools or other institutions where the project sites are located are at hand on a daily basis, which the change agents are not. That is why it is rather natural and logical to start the delegation process with monitoring. It is also stated in the reports that the purpose of the monitoring process development rather than control.

Examples of indicators mentioned are collection of statistics of participation in training and/or workshops, monitoring materials used during the training, reading progress reports, observations on the project sites, reading diaries and/or other reports.

Introducing school councils

Participation is one of the three Ps introduced as the core content of Child Rights above. Under the P for Participation, many teams are reporting the creation of school councils. Introducing school councils involves training the students to lead by participating in most of the business of the school, representing the students. When Teachers as Leaders was discussed in Lund, one of the conclusions was that students have to be trained to be good citizens, which also includes training them to be leaders taking up certain responsibilities. This is experienced in many projects.

Network building

One very important aspect of leadership behaviour is evident in all participating countries when observing the network building process. This is also the case in their reports. The country reports contain descriptions of their network building processes, different in the different countries, but in all cases there is a kind of organisation built with its structure and leadership. The network building process and success has been a good training for the change agents in organisation processes and leadership development. The various countries are at various stages in their organisational set up, but for all there is the common experience of deciding on the leading structures in a new organisation.

Above, the six various perspectives on leadership in the change agents' reports were briefly presented. These perspectives on leadership are well in line with what was discussed in Lund. Other relevant aspects of leadership, such as expanding the space of action and aspects of the use of power will be presented in Appendix 4 with the research results.

4.3 Reflections

Finally we reflect on the collective change processes documented in the country reports. We use concepts presented by Göran Hydén in Bangkok 2013: "One Step Does Not Make a Path: The Challenges of a Change Agent" (see Appendix I). These words or phrases in the keynote were later cited from the Bangkok Conference Stage by many of the participants and teams during this seminar week. The words and social phenomena presented by Göran Hydén are recognised as very useful by the change agents in telling their different stories of change.

Hydén used the following five stages in his reflections on the long journey of changes in implementation, application and development of CRC for creating new norms and/or changing norms in education policies, education organisations and local schools.



Figure 2. The five stages of the journey that most change agents travel: it identifies the various stages that are necessary for making change happen (after Hydén, 2013)

There are at least two main perspectives on these five stages: the *individual changes* in interpretations, perceptions and understanding; and then the *organisational or institutional changes* that have been taking place in different contexts and countries/states in the world. In the following analysis of the 15 country contributions on their progresses and changes presented in Bangkok, we use the figure above as an analytical tool to be able to identify common patterns and differences.

Interesting for us are the similarities between these five stages and what we could identify as the development of new norms or change of old norms. In this analysis chapter, we will also get back to these resemblances with norms and how we can use norms in a change process.

“Change does not come by itself. Things don’t change. Humans change and humans make change”, as Hydén phrased it in the opening part of his keynote speech and continued stating: “Change is complex and challenging. It takes time and effort”. It is like changes of norms: ‘the norms they are a-changing’ but we seldom notice when and how it happens. We can notice the changes when looking in the mirror or when someone is breaking the norms. Then we will have sudden reactions, sometimes as severe social sanctions and most often as very clear dislikes: No, you can’t do that! Go to the back of the queue!

Learn the talk – preparatory stage

We have found that all the country teams in batches 8 to 14, in their country reports – above – have clearly shown that they have all done this first “lesson”. The teams have learned the basic talk and that is the important preparatory stage containing basic knowledge and understanding of the CRC – and of the child as a competent subject. This first stage starts in many ways already in Lund at Lund University and in the first two starting phases of the training programme. These processes continue when the change agents get back to the home countries and find some new issues to take into consideration, thereby learning and preparing more. This is not mentioned often in the country reports but it is perhaps more or less taken for granted. Or the reason can be that this stage has been passed a long time ago.

Batch 8 was in Lund for the first phase in 2008. Batch 14 started the programme in 2011. It is obvious that there is a time gap of about 3-5 years since the Bangkok teams 8-14 finished their first steps in this journey of making changes. Today they could have

forgotten these very first preparatory steps but nevertheless they talk about their continued learning in the practice of CRC in schools and teacher training.

During this preparatory stage most of the change agents have learned to understand and recognise the new and desired norms. To be able to do that, the teams also work on identifying what people – the voices of children – think and say is the most important problem: is corporal punishment still used in the schools? The teams find and write in their country reports about clashes between old structures and new desired structures; about severe tensions between old norms and new desired norms.

But also during this early stage, the change agents and teams are finding other agents with whom to share their ideas and values. They find other partners with whom to share their suggestions and to discuss how to go about changes. The team and the change agents *realise* that “you’ll never walk alone” if you are in the business of making changes.

This is the important starting point and first steps of the journey, where the bag is being packed with necessary tools that are most suitable for the needs at stake and for the contexts. They start having meetings and start to provide minor training on CRC with their close colleagues.

Talk the talk – laboratory stage

Here the change agents – and the teams – make sure that they can articulate what they want to do. They are testing and using the three questions why, what and how CRC, that always need to be addressed to be able to answer them in a convincing way. The teams are now trying out what they have “learned of the talk” in the stage before. When the teams or the change agents are testing their new persuading abilities on changing norms on child rights, they are in reality facing issues mentioned above: how to use methods of positive discipline instead of the old correctional way of using corporal punishment.

The country reports mention many norm and cultural conflicts such as early marriages, male dominance in many situations and contexts and religious-cultural traditions. Here the teams have to challenge – sometimes to confront – old power structures and balances in their own context if they want to change old norms and create other and new action patterns – in schools and in the local society – based on child rights. The change agents have to be brave and stick their neck out. This is to be and act as norm breakers as role models – norm models – to be able to create changes.

Begin the walk – organisational stage

The walk involves walking and working with others – to start organising things. Walking is starting to *do* something out of knowledge, preparations and testing. Networking is a good example of this walk. It could be networks of CRC change agents– but there are also examples of other open networks with initiatives taken by change agents finding new allies and forming CRC alliances. Networking has clearly increased over time during this training programme. In most of the countries, networks have been developed due to the growth of a critical mass of participants, the change agents. Networking is

a useful type of flexible and loose organisation that can be adapted to many social and cultural contexts, as we also recognise in the country reports.

The networks are different in the 15 countries. If we compare with the first Bangkok report, the difference is obvious.¹⁶ In 2013, there are networks in every country but on different social levels. In 2009, we noticed the outreach and spread of CRC networks on the very local level – horizontally from school to school. It is clearly a good example of bottom-up work. In this way the new norms can slowly and steadily spread from one safe surrounding to another. One obstacle to organising in rational ways could be the long distances between the change agents in the country but e-mail, social media and mobile phones make the communication easier within teams and networks. Some of the countries now use social media such as Facebook and QQ to facilitate organisation but also to reach out of the country or out of the local context.

Today, in 2013, we can also read about different national or regional organisations and networking. The change agents and the networks have more or less continuous contacts within their area and professional fields. They are starting to support each other when needed for training of others; starting to change school rules and testing the organisation of student participation in school (class councils and school councils); making changes in local or regional curricula; and meeting and empowering new participants in the CRC family in their country. Here it is important to practise the insights of “you’ll never walk alone” and that is what we see in all the country reports. “Begin the walk” is a first big step to get somewhere and to test whether the new norms are working and sustainable. The country reports in this volume have many good examples of those walking for a future possible path.

Walk the talk – empowering stage

In this stage, people around the teams and network see that things regarding CRC are happening and changing. The words of “the talk” are getting into real action. Change agents are seen as credible and are earning respect and legitimacy – first in the local and later in the regional environment. There are even some examples in the country reports of results reaching the national or state level in the country.

We can also see outcomes when stakeholders are aware of and realising that the team or the CRC network is making a difference in the school, local community, in the teacher training institution, in the university, in the Human Rights Commission etc. In some countries, the teams or the network continuously use media, local or national newspapers and TV-channels to spread the word about concrete activities they have done on CRC. All this of course is raising credibility and legitimacy for the changes and is supporting, empowering and strengthening the new norms to take root.

The main idea in CRC behind doing concrete activities is to empower above all the students, the pupils, the children. The country reports show a lot of examples of building school councils based on class councils – there are even examples of district student councils or parliaments in the region. There are also many examples of changes in the

16 Including batch 1-7 for the years 2003-2007

ways students sit and work in the classroom and how the teachers are changing the way they act in the school and in the classroom. In a way, students are also expanding their space of action when being empowered and supported by other students, teachers and parents.

Secure the path – sustainability stage

In this stage the change agents are “walking the walk”. Is it a path now, one could ask. If so: it is time to try to secure this path so that successors are able to continue, thus allowing others to take over and try to make the path sustainable. Is it possible so far in some of the countries that the path is there to secure? What are the results and impacts being achieved? We have seen in some of the countries in this training programme that the network has been working for some time in that direction. They are close to the sustainability stage.

But after some years it is time for some new teams to go to the left on the Figure 2; they are re-doing some practice, work and ideas that have been walked on long before. Then they are realising that one has to conquer and anchor the steps over again to keep this path open enough to be able to walk on. People have left their positions for new ones, have been transferred or have retired from their job. What we have noticed in many networks is that the change agents continue to serve as CRC change agents wherever they are staying. They continue after retirement and continue to meet and work and walk together. They are still acting as norm models for the newcomers. They are also acting as senior advisors in the CRC network, for example when they start to write proposals for funding to secure the path. They usually have a lot of skills and experience that are useful to continue the change processes leading to the application of new norms and then to new action patterns. In a bottom-up perspective, it is important that the other “higher” levels are ready and committed enough to take up the CRC-relay-race-baton on their own social level in education and policy.

The beauty of change

“Nothing works like success! The beauty of change is that it always opens the door for another. There is a good reason, therefore, to welcome and embrace change”, concludes Hydén in an optimistic way in his keynote but he also continues: “It is important to embrace change but you need to be in charge”. What we among other things can see and read in most of the country reports is that the work to implement CRC is “walking on” after 10 years. The norms are slowly changing, step by step.

If we think back another 20 years from the start – going back to 1993 or even 25 years to November 1989 when the Convention on the Rights of the Child (CRC) was decided and adopted by the UN General Assembly – we realise that quite a few new paths and new norms are there. Today CRC seems to be on the map and most probably it is there to stay.

It also seems clear after reading these 15 country reports from the Bangkok Seminars in June 2013 that these change agents never give up. They do not even think of it. But they are continuously trying to create new paths for others to walk on.

Appendix

I. Convention on the Rights of the Child – In Short

Article 1 – *Definition of a Child*

A child is recognized as a person under 18, unless national laws recognize the age of majority earlier.

Article 2 – *Non-Discrimination*

All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

Article 3 – *Best interests of the child*

All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.

Article 4 – *Implementation of rights*

The State must do all it can to implement the rights contained in the Convention.

Article 5 – *Parental guidance and the child's evolving capacities*

The State must respect the rights and responsibilities of parents and the extended family to provide guidance for which is appropriate to his or her evolving capacities.

Article 6 – *Survival and development*

Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.

Article 7 – *Name and nationality*

The child has the right to a name at birth. The child also has the right to acquire a nationality and, as far as possible, to know his or her parents and be cared for by them.

Article 8 – *Preservation of identity*

The State has an obligation to protect, and if necessary, re-establish basic aspects of the child's identity. This includes name, nationality and family ties.

Article 9 – *Separation from parents*

The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.

Article 10 – *Family reunification*

Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child-parent relationship.

Article 11 – *Illicit transfer and non-return*

The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.

Article 12 – *The child's opinion*

The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

Article 13 – *Freedom of expression*

The child has the right to express his or her views, obtain information, make ideas or information known, regardless of frontiers.

Article 14 – *Freedom of thought, conscience and religion*

The State shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

Article 15 – *Freedom of association*

Children have a right to meet with others, and to join or form associations.

Article 16 – *Protection of privacy*

Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.

Article 17 – *Access to appropriate information*

The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.

Article 18 – *Parental responsibilities*

Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising.

Article 19 – *Protection from abuse and neglect*

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate programmes for the prevention of abuse and the treatment of victims.

Article 20 – *Protection of a child without family*

The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.

Article 21 – *Adoption*

In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, and only with the authorization of competent authorities, and safeguards for the child.

Article 22 – *Refugee children*

Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to co-operate with competent organizations which provide such protection and assistance.

Article 23 – *Disabled children*

A disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.

Article 24 – *Health and health services*

The child has a right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventive health care, public health education and the reduction of infant mortality. They shall encourage international co-operation in this regard and strive to see that no child is deprived of access to effective health services.

Article 25 – *Periodic review of placement*

A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.

Article 26 – *Social security*

The child has the right to benefit from social security including social insurance.

Article 27 – *Standard of living*

Every child has the right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development. Parents have the primary responsibility

to ensure that the child has adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parents and their children.

Article 28 – *Education*

The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline shall be consistent with the child's right and dignity. The State shall engage in international co-operation to implement this right.

Article 29 – *Aims of education*

Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

Article 30 – *Children of minorities or indigenous populations*

Children of minority communities and indigenous populations have the right to enjoy their own culture and to practice their own religion and language.

Article 31 – *Leisure, recreation and cultural activities*

The child has the right to leisure, play and participation in cultural and artistic activities.

Article 32 – *Child labour*

The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.

Article 33 – *Drug abuse*

Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.

Article 34 – *Sexual exploitation*

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 35 – *Sale, trafficking and abduction*

It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

Article 36 – *Other forms of exploitation*

The child has the right to protection from all forms of exploitation to any aspects of the child's welfare not covered in articles 32, 33, 34 and 35.

Article 37 – *Torture and deprivation of liberty*

No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.

Article 38 – *Armed conflicts*

States Parties shall take all feasible measures to ensure that children below 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.

Article 39 – *Rehabilitative care*

The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social re-integration.

Article 40 – *Administration of juvenile justice*

A child in conflict with the law has the right to treatment which promotes the child's sense of dignity and worth, takes the child's age into account and aims at his or her re-integration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defence. Judicial proceedings and institutional placements shall be avoided wherever possible.

Article 41 – *Respect for existing standards*

Wherever standards set in applicable national and international law relevant to the rights of the child are higher than those in this Convention, the higher standard shall always apply.

Article 42-54 – *Implementation and entry into force*

The provisions of articles 42-54 notably foresee;

- the State's obligation to make the rights contained in this Convention widely known to both adults and children.
- the setting up of a Committee on the Rights of the child composed of ten experts, which will consider reports that States Parties to the Convention are to submit two years after ratification and every five years thereafter. The Convention enters into

force – and the Committee would therefore be set up – once 20 countries have ratified it.

- States Parties are to make their reports widely available to the general public.
- the Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluations known to each State Party concerned as well as to the un General Assembly.
- in order to “foster the effective implementation of the Convention and to encourage international co-operation”, the specialized agencies of the un (such as ILO, WHO and UNESCO) and UNICEF would be able to attend the meetings of the Committee. Together with any other body recognized as “competent”, including NGOs in consultative status with the UN and UN organs such as UNHCR, they can submit pertinent information to the Committee and be asked to advise on the optimal implementation of the Convention.
- a reservation incompatible with the object and purpose of the present Convention shall not be permitted.

II. One Step Does Not Make a Path: The Challenges of a Change Agent

(Summary of Lecture in Bangkok, June 10, 2013)

Göran Hyden¹⁷

Change agents are a special group of people. They go the extra mile to do things for others. Above all, they are special because they make history. Wise men in the past have said that the only thing constant is change. This may be true, but change does not come by itself. Things don't change. Humans change and humans make change.

Change is complex and challenging. It takes time and effort. That is why it is important to recognize that it is a journey. As the title of this lecture suggests: one step does not make a path! Change does not roll on the wheels of inevitability. Nor is history made in one day. Change is often a struggle and certainly a test of patience. So, it is best to set one's mind to the expectation that change comes one day at a time. This does not rule out the possibility of unexpected or sudden breakthroughs. They do happen but they are the exception rather than the rule.

This lecture is about the journey that most change agents travel: the long and arduous one! It identifies the various stages that are necessary for making change happen. It draws on the American saying that "talk the talk" is not enough; you must "walk the walk" or as the British have decided to put it: "walk the talk". This presentation combines these two ways of indicating that you are never credible unless you can back up your words with effective action. More specifically, it identifies points in the development of an effective and legitimate change agent.

Learning the Talk

One never starts a journey without having packed the suitcase – and before that – figured out what is necessary to take along. Change takes place in a context so it is impor-

¹⁷ Göran Hyden is Distinguished Professor Emeritus, Department of Political Science, University of Florida. Since his retirement in 2008 he serves as an independent consultant, most recently for the UNDP. He is an alumni of Lund University where he received his Ph.D. in 1968.

tant to pack those things that are most suitable. Not a thick jacket for a hot climate; nor a pair of shorts for the winter!

Being a change agent in the context of the Lund University project on “Child Rights, Classroom and School Management” is largely about changing norms. It is to make communities and society recognize that children are not objects but individuals in their own right and thus competent subjects. It is about creating an enabling school environment in which this recognition of the child and its rights can be achieved. It is about leadership with a view to strengthening the rights of individuals, especially the children. It is an ambitious agenda which requires a full comprehension of the Convention on Child Rights as well as the cultural norms that prevail among parents, teachers and government administrators with an influence over what happens in schools.

Those of you in attendance at this Impact Meeting in Bangkok have already been able to acquire much of this knowledge and understanding through the initial seminar in Lund, the follow-up meetings you have attended, and through practical experience in your home country. You are no longer novices. Yet, you can never learn enough. Internalizing a sense of what you think the CRC is all about as well as grasping the norms of your communities is never likely to be complete. Exposing your minds to this set of issues once more at this meeting, therefore, is both a necessary and good thing. If nothing else, this lecture is meant to give you a way of checking how well prepared you are for the journey.

Learning the talk is not only a matter of reading and interpreting the Convention or conducting interviews with the various stakeholders to know what their views are. Two more specific things are important. One is to get a sense of which issue may be particularly “burning”, i.e. what do people see as the most important problem? Finding out involves hearing the voices of children. What is their opinion about how classes are being taught? How they are being treated? And so on. The second is the importance of sharing your own ideas with others. A change agent cannot and should not prepare the task ahead all alone. It is important to discuss with others and get their input, especially about how to go about bringing changes in the classroom.

In short, the better prepared you are in your own mind, the greater the prospect you will get your own talk right. Getting the first step right gets you off to a better start!

Talk the Talk

This next step involves making sure you can articulate what it is that you want to do. You need to organize your ideas into a strategy whether it is for a particular project or more generally for action across individual schools or communities. Again, it is important that you take time to have others listen to you and provide inputs for how your work can be best executed. One way of getting their input is to test your own ability to persuade others by telling them what you intend to do, how you want to do it and why it is important. These three questions – *what*, *how* and *why* – always need to be

addressed. You need to have a way of answering them in a convincing manner. That is part of talking the talk.

This ability is especially important because changing norms is a sensitive and potentially controversial exercise. Your own country reports as well as comments made at this meeting indicate that you have two challenges that need to be addressed at this stage: one is to break through cultural barriers; the other to address power imbalances.

The CRC is a document that argues for the application of universal rights to children. It makes no distinction between developed or developing countries, Christian, Muslim or Buddhist religions. Yet, applying the Convention means doing so in cultural, including religious, contexts. You, the change agents live culture. You are part of what you want to change which makes it both harder and easier. Harder in the sense that you may not be able to see all opportunities that exist. Easier, because you know what the challenges are. For example, in many countries represented here, patriarchal relations prevail: men control women; state controls society, etc. To those with power, the CRC may be a threat. Some parents, as your reports indicate, may believe that introducing it in the school environment will make children even more difficult to bring up. For those who work on child rights in a human rights context, governments may have qualms about the potentially general impact on changing minds that advocating the Convention could have in society. Change agents, therefore, cannot avoid being sensitive to what it means to operate in a specific cultural or political setting. They must have a strategy for doing so and be confident in what they set out to do.

The point is that you cannot change something unless you confront it. The change agent must have enough courage to stick one's neck out. He or she must be aware that change often creates, if not enemies, nonetheless people who may be stiffened in their opposition to change. They should take consolation, however, in the fact that the winners are always those who take responsibility for their actions; the losers those who blame others.

Begin the Walk

The last thing that a change agent wants to hear is that the words that are uttered are just "sweet talk". It is important, therefore, that the preparation and testing of your skills have been successful enough to allow you to feel confident as well as competent to begin the walk. This is when your leadership skills are being tested.

The walk involves working with others. There are always going to be people who are interested and friendly. They constitute your most immediate likely allies. They could be individual teachers, sympathetically inclined parents or students for whom an enabling school environment is both necessary and desirable. Having these allies is an important part of getting things done because you cannot expect to carry history on your own shoulders. Even if you are special, you are not super human beings. Working with others, therefore, is fundamental to success. Make sure these people feel comfortable being part of your network.

You certainly need these friendly inclined people to help you in convincing those who are indifferent or suspicious. They may constitute the majority. Whatever their number, they are the target of your campaign to promote CRC, an enabling school environment, or any other goal that you have.

These groups of potentially hostile people are important as a testing ground of how far you can push your message. It is important to take stock of reactions, whether you do that in an informal or more formal manner such as a survey. You do not want to alienate these people because they could easily mobilize against you. It would be sad if the CRC was politicized to the point that groups of people or politicians begin to sabotage your work. Not only you, but even more importantly, children would be the losers.

You certainly cannot afford to lose your commitment. If you truly believe in your mission, there is no limit in the power of perseverance. Even if you may be forced to take a step backward to accommodate objections to what you are doing, a change agent who believes in his or her mission always knows how to take two steps forward again. Change has its melancholic as well as happy moments.

Walk the Talk

Now you are talking! People see that you can back up your words with action. They see that you practice what you preach. In short, you are a credible change agent earning respect and legitimacy among others. This enables you to raise the antes, i.e. to become more ambitious and bold in terms of what you do.

First of all you broaden your base by recruiting among those who acknowledge your role and see that you mean business. You make arrangements to widen your network and overcome such obstacles as geographic location by using social media or other means that allow you to stay in touch (even if you do not physically come together that often). Second, you make stakeholders aware of your presence by writing in the local newspapers, appearing on national television or organizing meetings where interested people can come and listen to your messages. This is an intensification of effort that usually pays off in terms of credibility and legitimacy. People are taking you seriously and your political clout increases to the point where you feel comfortable lobbying politicians or government officials about changes needed in the school environment.

You are now successfully empowering others and you begin to enjoy seeing the results of your work. But you are also drawing increasing public and political attention. You are now appearing to others as someone whose voice cannot be ignored. You now have your own power. The challenge is how to use it.

It is easy to go wrong with power. Even those who are professional politicians often fall into traps of their own making. In the context of working on the CRC it is especially important that you appear to use power in a way that reflects the ideals inherent in the Convention. Its purpose is to empower children. You do not want to come across as someone who uses power in a disempowering manner. Such a contradictory stand would immediately undermine your legitimacy.

You need to prove that power can be used, not to scare but to share. This is central not only in the school environment but also in society at large. Too many political leaders use power to rule *over* others. A true change agent must be working toward using power *with* others. Power is not an end in itself but a means to achieving noble ends, such as those associated with the Lund University project.

Empowering and sharing power with others is crucial but also difficult. It is easy to underestimate the challenges, especially if things go generally well. A change agent, however, must never become too self-confident. You will not always be successful. In these circumstances you must be ready to ask yourself: where does the problem lie – with “them” or with me? In other words, when you cannot change a situation, maybe it is time for you to change. There is no loss of status or legitimacy in doing so. Self-criticism is an important part of being a change agent. You must realize that you cannot change the direction of the wind, but you can adjust the sails of your vessel.

Secure the Path

Now you are walking the walk. It is time to secure the path because you have taken enough steps to make it a path. This means institutionalizing what you are doing in ways that allow you to let others take over. After all, the ultimate measure of success of a change agent is his or her ability to become superfluous. This does not necessarily mean the end of the life of the change agent. Someone who burns for good causes will always find a new one to work on.

Securing the path has its own challenges. One is *organizational*. It is important to create a coalition or a forum (or any other appropriate institutional format) that will serve to perform the functions of what the change agent and his or her peers have created. A second challenge is related to how the effort can be *reproduced*. In-service training in the form of short courses or seminars that are not too costly is one way of ensuring that the CRC advocates keep growing in numbers and deepen their knowledge and understanding. A third challenge is *programmatic*. What are the most important things to teach in these courses? One way of finding out is to carry out self-evaluations among change agents and those who are being trained. Such input is crucial to making sure that the training program stays relevant.

Now is also the time to begin to thinking about what results are being achieved. There should be enough people with experience from the effort to provide feedback. This means going beyond simply enumerating the numbers of people who have been trained or schools in which work has been conducted (or any other such measurable result). As change agent you really want to know about the outcome of what you have done. Did it really change attitudes? Are the messages that headmasters (or headmistresses) and teachers provide in the school environment different now? And so on. Answers to these rely largely on qualitative information, i.e. responses to questions that offer a deeper understanding of what has been achieved. The longer term impact may still be too early to assess but the longer a change intervention has been going on the

more likely some interesting things may be possible to discern. Anyway, the point is that more systematic feedback should be collected.

Yet another challenge that most of you here at this Meeting have identified as a problem is *access to resources*. Lund University (through Sida) does not provide support in its training programs beyond the capacity-building component. Those who are being trained must find finances locally for their projects. This is a challenge because most trainees have little if any experience of writing proposals for funding. Yet, this is a skill that needs to be developed. Skills include being able to write a proposal as well as knowing whom to contact for funding. Donor agencies may be available but their funding is on decline and is being concentrated in ways that make funding for smaller projects less likely. Private foundations and corporations are likely to be better bets these days. Many corporations wish to demonstrate their corporate responsibility by giving funds to local community projects. Promotion of CRC and an enabling school environment may well be exactly what they are looking for.

Nothing works like success! The beauty of change is that it always opens the door for another. There is a good reason, therefore, to welcome and embrace change.

Conclusions

In order to make my points I have had to structure the presentation in such way that the journey of the change agent is linear and made up of distinct steps, one after the other. I do not wish you to take it as literally as that. As you yourselves no doubt have already experienced, being a change agent sometimes feels like treading water – no visible result is evident. Such is the reality not just for you but for many others who try. It is important to embrace change but you need to be in charge. Thus, even if you are forced to take a step backwards or you feel like treading water, the goal must always be to try to get back in charge. You cannot change what you avoid or refuse to confront.

III. The Role of Change Agents

Ulf Leo, Lena Andersson, Agneta W Flinck, Bodil Rasmusson and Per Wickenberg

Introduction

We, the mentors in the programme, conducted a study in the spring of 2013. We wanted to learn more about the role of the change agents in the programme and to get deeper knowledge of what the training has brought in terms of output and outcome. We decided to make a web-based survey on different aspects of “the role of the change agents” among all participants, change agents, that had taken part in the international training programme “Child Rights, Classroom and School Management” from batch 1, who started the programme in 2003, to batch 14 who started in 2013. You will find the questions from the questionnaire on the last pages in this appendix.

One aim was also to present the study during the Impact Seminar in Bangkok, in June 2013, to have an opportunity to reflect on and discuss the results of the survey together with the participants, and also for all of us, participants and mentors, to have the opportunity to learn from the results.

In the analysis we used our different competencies and different perspectives as researchers from the fields of education, social work, and sociology of law; the results presented here are a short summary of some of the findings. We start with some data regarding the response rate, answers per country, and socio-administrative levels. Then we use four main perspectives that also reflect parts of the content of the programme: the child, the child in education, leadership and norms.

Response Rate

The web-based questionnaire, distributed to all change agents batches 1-14, was open for five weeks and resulted in *204 answers*, which is a response rate of 65%. That is considered to be good considering the time span, with the first batch trained in 2003, and the technical problems in getting the right e-mail addresses after 10 years. The results show an even distribution over the 14 batches but with an obvious prevalence of the five or six most recent batches. The response rate in the different batches 1 to 14 was as follows:

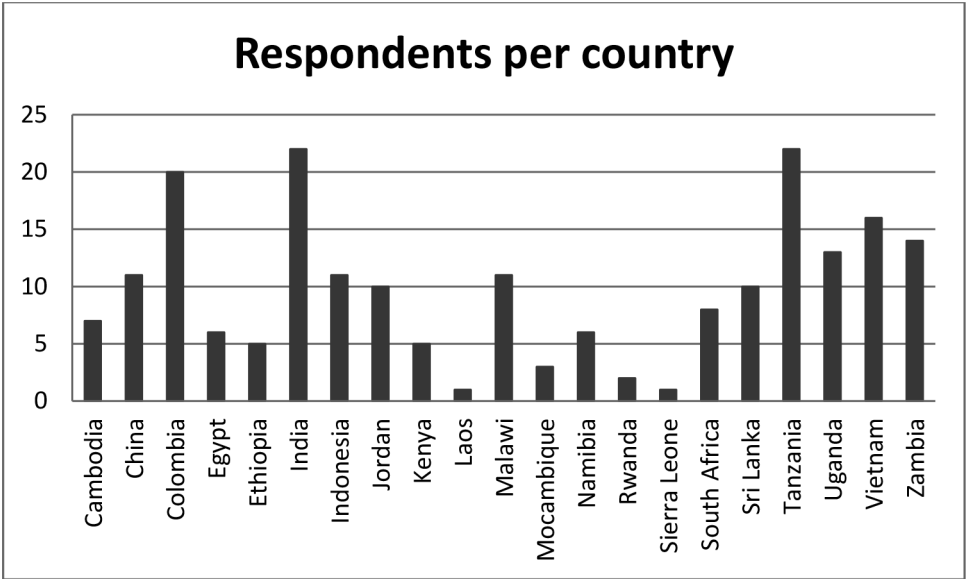
Table 1. The response rate in the different batches 1 to 14

| | | | | | | | | | | | | | | |
|-------------------------------|----|----|----|----|---|---|----|----|----|----|----|----|----|----|
| Batch | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Responses | 12 | 07 | 10 | 15 | 6 | 8 | 14 | 17 | 12 | 17 | 19 | 23 | 21 | 23 |
| Total number of responses 204 | | | | | | | | | | | | | | |

Respondents per Country

The answers from the participants represent 21 different countries distributed in the following way:

Table 2. Respondents per country



Positions According to the Three Socio-Administrative Levels

The professional positions of the change agents we use in the programme had the following distribution: local/school level – 71, district/regional level – 64, and national/state level – 69. We notice that there has been an even distribution on the three socio-administrative levels; however these three levels are also the requirements in the application form.

The Child

CRC, article 1, defines a child as anyone under the age of eighteen, which is also consistent with much national and international legislation. It is, however, an abstract definition, not saying anything about the characteristics of a child like gender or developmental stages in different ages. There is for example a wide gap between being a five month old baby and a teenager. We therefore have to go further into an exploration of the question “what is a child”, something we do during the training in Sweden. It concerns attitudes and values implicit in the Convention together with aspects of relationships between adults and children. Our interest in this question in the survey was hence to learn more about whether change agents had changed their images of the child or children in any respect through the training.

The question (11) was formulated as follows: CRC (Child Rights Convention) mediates and creates a kind of a new view upon the child or children. That can be interpreted in many different ways, for example by teachers, parents, officials, and people in general. *How has your own professional or personal view or way of looking upon the child or children changed through the training about the content and spirit of CRC?*

Analysis and categorisation of the adequate answers resulted in two main themes:

- 1) The Child as an individual and a human being
- 2) The Child as vulnerable and a competent actor

Many responses contain expressions showing that changes have taken place. There are formulations like ... “I have changed my mind”; ... “before...but now”; ... “previously and now” like in the following example:

Previously, as a teacher, I took it for granted that students should listen to their teachers in the classroom and school and that they should obey their parents at home since adults are more knowledgeable. However, *I have completely changed the view* since I became a change agent of CRC. I know that children are the equal individuals to us. We must show the same respect to them.

The Child as an Individual and a Human Being

This category contains answers underlining the importance of listening to children, respecting their views, ideas and differences. The following quotation illustrates how the respondent has changed his/her personal as well as professional view upon the child:

Personal view: Originally my view on children was /.../ that a child had no say in anything; all was determined by us the parents or elders. I also believed that children had to learn by giving them corporal punishment. BUT after the training in Lund this all has changed. I now listen to children, ask for their opinion, play with them and get them involved in the day today running of our home. I no longer use the phrase “my” home but I refer to the home as “our” home. Professional view:

Being a teacher I now prefer to use the learner-centered approaches where I try to make sure that all learners get involved and I encourage all of us in the class to listen to each other.

The quotation shows how the respondent has moved from an adult-centered to a child-centered attitude. Other similar answers contain formulations like:

...The future of these children will depend on how we nurture their potential, *respect their differences, appreciate their abilities* and inspire them to take charge of their lives...

...The CRC takes into account *the respect of the diversity of children*...

...Children are *equal individuals* to us....

...The Child is *a human being* full of capacities and dreams...

The Child as Vulnerable and a Competent Actor

Responses within this category express awareness of the double view upon the Child implicit in CRC: the Child is vulnerable and in need of protection and at the same time an actor competent to participate in decision-making and to contribute with its knowledge and experiences in various matters. The following quotations are examples of changes that have taken place from viewing the child as an object to viewing him/her as a subject.

Before attending the training, my ideas of children and awareness of child protection are rather vague. After training, I have new understanding. The child is a human being who is potentially talented, but vulnerable, and their preparation for life need to be protected, guided with care and love."

In my point of view I can see the child as a person with the ability to be part of the society, through participation and autonomy with the capacity to create together with the adult better strategies to improve his life and his behaviour.

I have realised that children ought not to be treated as passive recipients who have to follow adults' instructions but they need to be listened to. Children are fragile and need to be well taken care of by adults.

Discussion on the View on the Child

The results show that many of the answers to question 11 in this survey are in compliance with CRC. The respondents express a sometimes completely changed view upon and relationships with children in schools and community as well as in homes. They express a child-centered approach and awareness of the importance of respecting and

listening to the Child. The results are very much in accordance with what is reported in the country reports, chapter 4 (analysis of the 3 Ps).

Childhood studies show how concepts of childhood are formed by global processes which in turn are expected to have an influence in local practices. The implementation of CRC worldwide has played an important role in this development. Researchers talk about a paradigm shift, a move from looking upon children as objects to seeing and relating to them as subjects (Kirby & Woodhead 2003¹⁸). Verhellen¹⁹ talks about: children as “meaningmakers” and as ‘essential actors and not just reactors” (p. 22). Children are first and foremost human beings; therefore our relationships with them have to be based on respect for them as human beings.

The results of the survey in this respect indicate that participants have become a part of this global child rights discourse through the training and probably through other influences like media, literature and cooperation with child rights activists.

The Child in Education

The Child Rights-based approach relates to increased participation built upon good relations and communication, inclusive education, democratic values, gender equality, critical thinking and problem solving. This part of the survey shows how the change agents have understood the Child Rights-based approach, how they have taken action and how they have developed and implemented the articles in CRC related to education in their school context. The question (q 12) was formulated as follows: *How do you as change agents use the Child Rights-based approach to develop the learning environment in the classroom?* The areas presented below are the main findings.

Teaching has Changed

A vast majority (77 %) of the answers from the local level refer to changes inside the classrooms. New methods have been introduced and the variation in teaching has multiplied. The following expressions, found in the answers, for good teaching and learning define how the Child Rights-based approach has been understood and taken into action:

The way of asking questions: use open ended questions, provide equal opportunities for all students to freely express themselves, allow them to make choices, participate

18 Kirby, Perpetua & Woodhead, Martin “Children’s Participation in Society” in Montgomery, Heather; Burr, Rachel & Woodhead, Martin, eds. (2003) *Changing Childhoods, local and global*. Chichester: John Wiley & Sons Ltd.

19 Verhellen, E. (2000) *Convention on the Rights of the Child: background, motivation, strategies, main themes*. Leuven: Garant

in decision-making, use role-plays, dialogues, debates, group work, group assignments, argue for their opinions and listen to arguments from others.

The way of reflecting on knowledge: give the students time to develop and improve concepts, motivate them when they practice the concepts, use different strategies, give them time to think and reflect, use critical thinking, let them explore, make teachers aware of the way they plan and develop their lessons through students' experiences, understanding, skills and facts as crucial steps to understand and fulfil children's needs.

The way of using participation, critical thinking and problem solving: organise opportunities for students to work as a team, create peer support, freely share ideas, use activities that foster cooperative work and problem solving.

The way of using positive discipline and good relations: show respect, friendliness, sympathy and equality, use positive discipline strategies to get rid of corporal punishment, promote inclusive education and learning support; every school should protect every child from abuse.

The way of raising gender issues: encourage boys and girls to participate equally, fight against stereotypes, change the teaching and learning material if it is gender biased, encourage girls to participate in class activities; it is important to remember that both girls and boys are equal in terms of achievement.

The way of managing the classroom: develop the learning environment to provide comfort to the students, the classroom needs to be designed; the seating arrangements must be dynamic.

The way of implementing democratic values: support the student councils, use link teachers to promote democracy, set up class rules together with the students, inclusiveness is important.

The Role of the Teacher has Changed

The relationship between teachers and students has shifted from a teacher-centred approach to a student-centred approach. There are examples showing that classrooms have changed into a micro social system where stable social relations and communication can be developed. Teaching and learning have become part of a complex and largely invisible socio-emotional flow that represents a micro world²⁰. The following quotations reflect changes of the teacher's relationship with and behaviour towards students:

I changed the way we interact. Now the relationship is more horizontal than vertical.

20 Scheff, T. J (1990). Micro sociology: Discourse, emotion and social structure. Chicago: The University of Chicago Press.

I have changed my relationship with my students. I listen to them and I respect their process in an individual way.

Largely, I have become a proactive and conscious thinker of the role that a child plays in the success of every teaching and learning effort planned for the classroom.

Teacher Training Centres have Developed

The changes described on the district level proceed mainly outside the classroom (19 % of the answers). Several changes have taken place within teacher training. Implementing CRC in the teacher training curriculum has promoted a new perspective which raises didactic questions like what to teach? how to teach? and why?. CRC is also recognised in lesson planning. In addition to teacher training, work with children in the communities has been conducted and parents have been sensitised in the meaning of CRC.

I identify good practices that have new forms of value and expose them to the community; new ways of thinking about the transmission process of cultures and norms and the role the children play in it.

Through workshops, discussions I explain the participatory approach, the seriousness of bullying and how to construct prevention strategies for my teacher trainees. I stress that child-friendly structures can make a class very energetic, friendly and free.

Supporting Structures from National Level

The development of CRC national policies, materials and books are crucial scaffolding and indirect support to the changes taking place inside the classroom. These developments contribute to improving the learning environment and give guidelines for the teaching and learning processes. Many change agents on this level testify how they have changed their behaviour in relation to their own children and partners and how this knowledge and personal experiences of new values related to their own family is a driving force and used when motivating teachers and staff.

Summing Up

Participation requires learning strategies such as critical thinking and problem solving; these strategies are built upon inclusive education, democratic values and gender equality. Wide repertoires of teaching methods have been described and show that teaching has changed:

from giving information, asking questions and giving directions *to* involving students and encouraging them to ask questions that are relevant to them

from giving tests, reviewing tests and assigning homework *to* enabling students to see major concepts and involving them in planning, giving them responsibility and real choices that promote decision-making and self-esteem.

At all levels (local, district and national), change agents have worked hard to change the learning environment in classrooms as a result of applying the Child Rights-based approach. The students experience a new role, the new methodology supports the students to build competences, confidence and talents which enable them to make better decisions for their future. They are referred to by the change agents as present and active citizens who have a role to play in society.

Leadership

To work in the area of education in any position is to work in a service organisation and, in most cases, in a public organisation. Both these aspects are challenging as to leadership. That is the reason for leadership to be included in our programme and in this study. Not all aspects of leadership discussed during the sessions in Lund could be covered in this study. The areas selected to be part of the questionnaire were the aspects which could be seen as most useful for the change agents during the implementation of their project work. Being responsible for the implementation and running of a project while holding down your full time job is a real challenge and a situation where you need to know how to expand your space of action and how to approach the project leadership. That is why the areas to be covered in this study are leadership approaches, power and space of action. The items in the questionnaire dealing with leadership are questions 8, 9, and 10 (see last pages of this appendix). All three questions are open questions.

The discussions in Lund started with an assignment dealing with the meaning of leadership. We all agreed that the meaning of leadership today focuses on the future being shaped by the fast changes in current society. So the organisations of today need a proactive leadership. For a leader to be able to be proactive, she/he needs a large space of action. The space of action of a leader is set by the leader knowing about everything that is affecting or influencing the leadership behaviour not from the leader her/himself, but from other factors outside of the person. What is important for the leader is that the bigger the space of action, the more possibilities there are to be proactive.

Leadership Approaches

Questions number 8 and 9 are about approaches to leadership. The change agents were asked to describe the ways of leading they used during their project implementation. It

is interesting to find that most of their answers could be more or less directly transferred into the traditional categories, as shown below.

Table 3 Percentage of used approaches to four categories of people involved

| | Net-working | Personal Approach | Formal Approach | Structural Organisational Approach | Competence Based Approach | Social Relational Approach |
|---------------|-------------|-------------------|-----------------|------------------------------------|---------------------------|----------------------------|
| Authorities | 41.6 | 44.3 | 57.3 | 50.3 | 21.6 | 31.9 |
| Stakeholders | 45.4 | 43.8 | 45.9 | 43.2 | 23.2 | 39.5 |
| Target Groups | 39.3 | 57.4 | 37.7 | 33.9 | 42.6 | 50.3 |
| Change Agents | 74.7 | 53.2 | 24.7 | 21.5 | 18.9 | 41.9 |

The table above shows that, in general, the approaches used to deal with authorities and stake holders are more formal and approaches used to deal with target groups and change agents are more personal. This could be interpreted as more or less normal. However, when analysing this table, one question emerges from this distribution of their answers. That question is why is the competence-based approach used so little? The competence-based approach has the lowest percentage in all categories but one, and that is the target group, which in most projects is students. All of the persons who answered the questionnaire are participating or have just participated in an international competence development programme, and still they don't use their newly gained competence when introducing and implementing their projects.

This was discussed during the seminar in Bangkok by the participants there. The result of that discussion was that, according to the participants' experience and according to the culture in their organisations, you are not supposed to use a competence approach when dealing with individuals in higher positions than your own. That is why the competence approach was more used when dealing with the target groups, which in most cases are made up of school children. This experience is mentioned in the literature by researchers, such as Schein.²¹

In question 9 there was a possibility for the participants to give examples of other approaches used. Many answered these questions and there are many examples and many very good ideas, such as

- Attitude-centered approach (towards colleagues in their own organisations)
- Creative approach (arranging exhibitions, writing articles, poems, plays and songs)
- Media approach (radio talks, newsletters, articles to newspapers)
- Community-based approach (make community leaders become more involved)

What can be understood from these answers is that they are more a description of how the project has been handled. These answers are not really approaches; they refer more to the methodological area, showing activities used.

21 Schein, E.H. (1992), *Organizational culture and leadership*, 2nd ed, San Francisco Jossey-Bass

Space of Action

Question number 10 was about how the change agents had expanded their space of action after the phase in Lund. When we discussed space of action in Lund, it was a very new concept for them. They soon understood the use of space of action if you want to be a proactive leader in general and if you want to start a project in particular. When looking at the answers to question number 10, it is clear that most of what we discussed and most of what is presented in their textbook²² is in the answers.

The most common and also most effective ways were mentioned in the answers; for example a more effective way of involving staff members, better planned use of all kinds of resources, introducing the community leaders and community members, involving your own organisation. Many other ways were mentioned such as networking, continuous monitoring for development, delegation, creating ownership. All of these are good examples of useful ways of expanding your space of action.

What was surprising in the answers to this question was that the proper use of the right kind of power was not mentioned at all. During the discussions about power, the change agents were very eager to understand the difference between positional and personal power. Until Lund, they only knew about positional power, which is most common in bureaucratic organisations with very clear structures. The change agents understood that personal power would be very useful if correctly used. However, again it seems as though the existing organisational culture is followed, even when they know other ways. In the open answers, there are descriptions of how they tried the use of personal power back home in their families. It takes, of course, some time to change your behaviour and your attitudes, specifically when it comes to meeting your superiors at your working place.²³

Summing Up

What can be learnt from the results of this study about leadership is that the change agents have fully understood that there are various ways to act as a leader. The focus does not have to be on the managerial part only, which is common in public service organisations in many countries. The focus can also be on leadership in its broader understanding with a leader striving towards a proactive leadership. The proactive leadership is needed in today's society with changes coming more quickly and where the leader has to be prepared to meet new challenges. The change agents have tried many approaches when implementing their projects and when expanding their space of action. However, some areas are still to be tackled, such as a more varied use of power, specifically personal power.

22 Yukl, G, (2012) *Leadership in Organizations*, 8th ed. River Saddle: Pearson

23 Cohen, A & Bradford D. (1989) Influence without authority: The use of alliances, reciprocity, and exchange to accomplish work. *Organizational Dynamics*, 17, pp5-17

Change Agents and Norms

In this study we also wanted to identify *professional norms*²⁴ that might guide change agents in their efforts to implement children's rights in education. From our point of view, change agents are people who first transmit new norms, or change old norms, in this case, in the field of education.

Motives and Driving Forces

We used an open ended question to get information on what motives, or driving forces, lay behind the Change agent's actions (question 5). We found *two main types* of motives or driving forces, *internal* and *external*. There are statements that reveal a high degree of commitment like; "As a change agent, I have a *moral responsibility* to make the society responsible to its children in their rights in education". And a number of answers showing the passion; "*Love* for my profession", "*Love* to children", or "*Love* of the *social justice*". Perhaps one of the most important insights is that we have to change ourselves in order to change others; "I know I have changed, and if I can change, others can also". The internal motives are linked to and triggered by external motives to be able to improve conditions for children. Challenges like overcrowded classrooms, high drop-out rates and making a revolution in education are mentioned.

External Expectations

External expectations and social pressure play a major role in norm-setting. For example, collective expectations influence individuals to engage in correct or culturally desirable behaviour.²⁵ We asked the change agents about how strongly they experienced external expectations that they should apply the Convention on the Rights of the Child. Each item was ranked on a scale 0 – 7, where 0 is no expectations and 7 is high expectations. In table 4 below, you find the results of the average ranking for each item. The results show that there are very strong and widespread external expectations "pressuring" the change agents. There is a top-down pressure deriving from the legal norms, the UN Convention on the Rights of the Child, but there is also a bottom-up pressure stemming from the children in the projects, the team members and the family.

24 More on professional norms in; Leo, Ulf & Wickenberg, Per (2013) Professional norms in school leadership: Change efforts in implementation of education for sustainable development. *Journal of Educational Change*. Springer. DOI 10.1007/s10833-013-9207-8

25 Durkheim, E. (1982). *The rules of Sociological Method and Selected Texts on Sociology and its Method*. New York: Free Press. [ori.1895. Les règles de la méthode sociologique].

Table 4. The change agents' opinion on how strongly they experienced external expectations that they should apply the Convention on the Rights of the Child. (Question 6)

| Scale 0 – 7, 0 – no expectations, 7 very high | Average |
|---|---------|
| Your team in the project | 5.95 |
| The national network of change agents | 5.20 |
| Your managers/supervisors | 5.55 |
| Work colleagues in your organisation | 5.59 |
| Children/students in your project | 6.14 |
| Teachers in your project | 5.84 |
| Principals in your project | 5.74 |
| Teacher trainees in your project | 5.75 |
| Parents in your project | 5.27 |
| Organisations in your project | 5.63 |
| Your family | 6.00 |
| Your mentor in the CRC – programme | 6.61 |
| UN Child Rights Convention (UN CRC) | 6.20 |
| Laws in your country regulating Child Rights | 5.84 |

The mentors in the programme represent the strongest external pressure, and from an educational perspective that is interesting. Research shows²⁶ the importance of teachers having high expectations on students' learning outcomes in schools, and there are reasons to believe that it is the same with adults, that strong expectations promote learning. Our overall conclusion is that the pattern of strong expectations from different directions, from different actors, is a prerequisite for establishing professional norms in favour of children's rights.

What Professional Change Agents Do

In one of the questions in the survey, the participants gave three examples of what they do as professional change agents. The results were sorted according to the three "Ps" used as concepts in the programme (protection, provision and participation). In order to *protect* children, there are a lot of actions against corporal punishment and against bullying. In schools, in all the participating countries, there are actions to *provide* for children in the school environment by offering meals, water, plants, furniture and beautification of schools. *Participation* is encouraged at classroom level by class activities where students learn together, and teachers listen to students. At school level, students are involved in decision-making in class councils on all continents.

A frequently mentioned goal, which a lot of actions are aiming for, is to create child-friendly schools and classrooms. Examples of actions to promote child-friendly schools are: awareness programmes, training of pre-service and in-service teachers, development of guidelines, and to include CRC in courses, curriculum, and syllabuses.

26 See: Hattie, John (2008) *Visible learning – A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge

Communication to Set and Disseminate Norms

One of the questions in the survey was designed to identify how often the participants communicate with different actors in their role as change agent on Child Rights issues in the CRC project. From the results we learned that the personal and professional “self” is interlinked (see table 5 below). Most of the change agents communicate almost daily on issues related to children’s rights with their families. And there is a lot of communication at grass-roots level, with students and teachers in the projects. Our interpretation of the results is that the communication at local level, in the family and in the schools, gives the projects a solid base. There is also evidence of regular communication between professionals in the teams, with supervisors and colleagues in the organisations. The different forms of communication reveal a combination of bottom-up and top-down approaches in the projects and, in our understanding, that is an important factor to implement good and sustainable projects.

Table 5. Change agents’ answers in percentage points to the question: How often do you communicate with the following actors in your role as change agent on Child Rights issues in the CRC project? (Question 7)

| How often do you communicate with the following actors in your role as change agent on Child Rights issues in the CRC project? | 1-3 times a year | Every month | Every week | Almost daily |
|--|------------------|-------------|------------|--------------|
| Your team in the Project | 35.6 | 39.9 | 12.8 | 10.1 |
| The national network of change agents | 64.4 | 22.3 | 2.1 | 1.1 |
| Your managers/supervisors | 26.6 | 29.8 | 16.5 | 11.7 |
| Work colleagues in your organisation | 12.2 | 27.7 | 29.3 | 27.1 |
| Children/students in your project | 18.1 | 28.2 | 19.1 | 28.7 |
| Teachers in your project | 22.9 | 30.3 | 20.2 | 20.7 |
| Principals in your project | 23.9 | 31.4 | 16.5 | 8 |
| Teacher trainees in your project | 22.9 | 25 | 16 | 13.8 |
| Parents in your project | 42.6 | 26.1 | 7.4 | 4.3 |
| Organisations in your project | 44.7 | 26.1 | 10.6 | 6.4 |
| Your family | 8.5 | 11.2 | 11.2 | 58.5 |
| Your mentor in the CRC programme | 70.2 | 21.8 | 1.1 | 0.5 |

Change Agents’ Norms

The actions, the motives and driving forces, the external expectations, and the communication play different roles to establish or change norms. There are of course a lot of different norms; for example, *change agents should*:

- protect children
- listen to children and students
- give students opportunities to express themselves

We would like to highlight one that is perhaps a prerequisite for being able to implement the CRC. We find a lot of examples of a change in the relation between change agents and children described in the figure below:

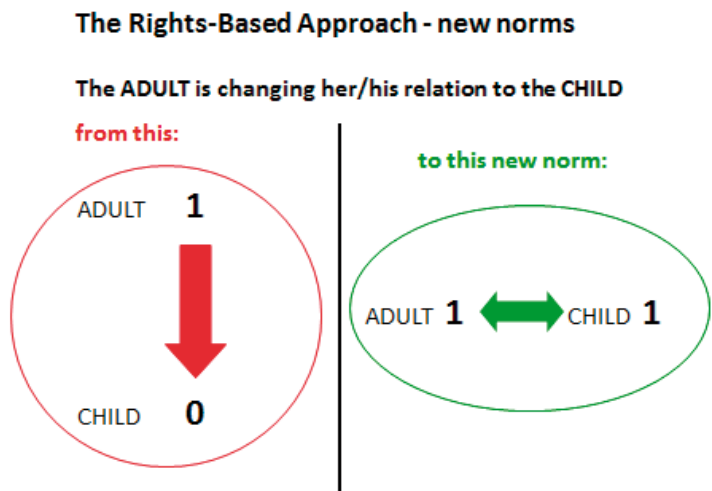


Figure 1. The rights-based approach gives a new norm; change agents follow a new norm guiding the relation to children

This change in the relation, when adults start to see and to listen to the child, is perhaps the first step in becoming a change agent for children’s rights. That change leads to another overarching norm showing that CRC is integrated both personally and professionally; *change agents should act as role models at all times.*

Finally

The study gives a picture of what educators all over the world, trained in the Classroom and School Management Programme, do to implement children’s rights. This picture is consistent with our findings from our analyses of all final reports, and from the last Bangkok seminar in 2009²⁷.

As role models, change agents are dedicated, enthusiastic, and deeply involved in organisations, committed to a certain cause that they strongly believe in. They are *change agents* who challenge old norms, who want to walk new paths, establish new norms, and *enforce children’s rights globally.*

27 See publications on <http://www.education.lu.se/o.o.i.s/2686>

Web-based questionnaire – Change Agents’ Role in Change Work within Child Rights in Education

1. **Batch:** (choose and pick one from a ready-made list of batch numbers: 1 -14)
2. **Country:** (choose and pick one from a ready-made list of countries)
3. **My professional position:** (choose and *pick one* from a list with the three alternatives local-school level / district-regional / national-state)
4. Give 3 examples of *your actions* (behaviours) as a professional Change Agent.

| Example 1 | Example 2 | Example 3 |
|-----------|-----------|-----------|
| | | |

5. Give 3 examples of *motives* or *driving forces* that guide you as a professional Change Agent.

| Example 1 | Example 2 | Example 3 |
|-----------|-----------|-----------|
| | | |

6. There are *expectations from your environment*, that you as a Change Agent should apply “The Convention on the Rights of the Child”. *How strong* do you think these **expectations** are from the following actors or documents? **0 = no expectations** **1= to a low degree** **7 = to a high degree**

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | Not relevant |
|---|---|---|---|---|---|---|---|---|--|--------------|
| Your team in the project | | | | | | | | | | |
| The national network of Change Agents | | | | | | | | | | |
| Your managers/supervisors/principals | | | | | | | | | | |
| Work colleagues in your organisation | | | | | | | | | | |
| Children/students in your project | | | | | | | | | | |
| Teachers in your project | | | | | | | | | | |
| Principals in your project | | | | | | | | | | |
| Teacher trainees in your project | | | | | | | | | | |
| Parents in your project | | | | | | | | | | |
| Organisations in your project | | | | | | | | | | |
| Your family | | | | | | | | | | |
| Your mentor in the CRC programme | | | | | | | | | | |
| UN Child Rights Convention (UN CRC) | | | | | | | | | | |
| Laws in your country regulating Child Rights | | | | | | | | | | |

7. *How often* do you *communicate with* the following actors in your role as Change Agent on *Child Rights issues* in the CRC-project?

| | <i>Never</i> | <i>1-3 times a year</i> | <i>Every month</i> | <i>Every week</i> | <i>Almost daily</i> | <i>Not relevant in my case</i> |
|--|--------------|-------------------------|--------------------|-------------------|---------------------|--------------------------------|
| Your team in the project | | | | | | |
| The national network of Change Agents | | | | | | |
| Your managers/supervisors/principals | | | | | | |
| Work colleagues in your organisation | | | | | | |
| Children/students in your project | | | | | | |
| Teachers in your project | | | | | | |
| Principals in your project | | | | | | |
| Teacher trainees in your project | | | | | | |
| Parents in your project | | | | | | |
| Organisations in your project | | | | | | |
| Your family | | | | | | |
| Your mentor in the CRC programme | | | | | | |

8. What *Leadership Approaches* have you mainly been using during the implementation of your Change Process? Note that you mark in *four* different columns. You can *mark as many* of the alternatives below as you need, and you can *add extras*.

| | When working with Authorities | When working with Stakeholders | When working with Target groups | When working with other Change Agents |
|--------------------------------------|--------------------------------------|---------------------------------------|--|--|
| Networking | | | | |
| Personal approach | | | | |
| Formal approach | | | | |
| Structural / organisational approach | | | | |
| Competence-based approach | | | | |
| Social relational approach | | | | |

Other approaches, please, give examples:

| |
|--|
| |
|--|

9. What are your *main leadership approaches* (actions/activities) to initiate and implement your change processes? Give 3 examples below.

| | | |
|---|---|---|
| 1 | 2 | 3 |
| | | |

10. In what ways have you expanded your space of action to be able to handle your change processes?

11. CRC (Child Rights Convention) mediates and creates a kind of a ***new view*** upon the child or children. That can be interpreted in many different ways, for example by teachers, parents, officials, and people in general.

How has *your own* professional or personal *view* or *way of looking upon* the child or children *changed* through the training about the content and spirit of CRC?

12. How do you as a Change Agent use the Child Rights-based approach to *develop the learning environment in the classroom?*

Thank you for answering the questions!

Agneta W. Flinck Bodil Rasmusson Lena Andersson Per Wickenberg Ulf Leo

IV. Contact Details

For more information about the ITP on Child Rights, Classroom and School Management, please check the website

www.education.lu.se/sida/child

or contact

Lund University Commissioned Education

Phone: +46-462220707

Postal address: Box 117, 221 00 Lund, Sweden

Programme Manager

Emma Alfredsson – Lund University Commissioned Education

emma.alfredsson@education.lu.se

Programme Mentors

Lena Andersson – Faculty of Education and Society, Malmö University

lena.andersson@mah.se

Agneta W Flinck – Division of Education, Department of Sociology, Lund University

agneta.wangdahl_flinck@soc.lu.se

Ulf Leo – Sociology of Law Department, Lund University

ulf.leo@soclaw.lu.se

Bodil Rasmusson – School of Social Work, Lund University

bodil.rasmusson@soch.lu.se

Per Wickenberg – Sociology of Law Department, Lund University

per.wickenberg@soclaw.lu.se

V. Schedule, Impact and Dissemination Seminar 2013

| Sunday, June 9th | |
|------------------|---|
| 08:30 | Opening and greeting ceremony |
| 09:15 | Outline of the week |
| 10:00-10:30 | COFFEE |
| 10:30 | Workshop on preconference paper - country analysis |
| 12:30-13:30 | LUNCH Thorburni Grand Ballroom |
| 13:30 | Group photo |
| 14:00 | Excursion Grand Palace |
| 18:15 | Meet in lobby |
| 18:45-21:30 | Welcome dinner (on boat) |
| Monday June 10th | |
| 08:30 | Information and purpose of the day |
| 08:30 | Key note speaker, Göran Hyden - "One step does not make a path: the challenges of a change agent" |
| 09:15 | Discussion on key note in cross country groups |
| 10:30-11:00 | COFFEE |
| 11:00 | Plenary discussion/panel on key note |
| 12:00-13:30 | LUNCH Flow Restaurant |
| 13:30 | Introduction to post conference report |
| | Work on country chapter for post-conference report and "Process of good practices" |
| 15:00-15:30 | COFFEE |
| 15:30 | Work in country teams on country chapter for post-conference report and "Process of good practices" cont' |
| 17:00 | Meeting point "Give & Gain" |
| 17:30 | Deadline for submitting "Process of good practices" |

| Tuesday June 11th | |
|---------------------|---|
| 08:30 | Information and purpose of the day |
| 08:30 | The role of Change Agents |
| 10:00-10:30 | COFFEE |
| 10:30 | The role of Change Agents cont' |
| 12:00-13:30 | LUNCH Flow Restaurant |
| 13:30 | CRC networking |
| 15:00-15:30 | COFFEE |
| 15:30 | Work on country chapter for post-conference report and "Process of good practices" |
| 17:00 | Meeting point "Give & Gain" |
| 17:00 | Deadline for submitting discussion topics for "Theme Discussions" |
| Wednesday June 12th | |
| 08:30 | Information and purpose of the day |
| 08:30 | Key note speaker, Anjana Mangalagiri, UNICEF - "What is going on in CRC in education in a global UNICEF perspective?" |
| 09:15 | Discussion on key note in cross country groups |
| 10:30-11:00 | COFFEE |
| 11:00 | Plenary discussion/panel on key note |
| 12:00-13:30 | LUNCH Flow Restaurant |
| 13:30 | Process of Good practices - Presentations 1 |
| 15:00-15:30 | COFFEE |
| 15:30 | Work on country chapter for post-conference report |
| 17:00 | Meeting point "Give & Gain" |

| Thursday June 13th | |
|--------------------|--|
| 08:30 | Information and purpose of the day |
| 08:30 | Process of Good practices - Presentations 2 |
| 10:00-10:30 | COFFEE |
| 10:30 | "Participants' agenda" - theme discussions |
| 12:00-13:30 | LUNCH Flow Restaurant |
| 13:30 | Assembly in plenary with Göran Hyden and Anjana Mangalagiri - "Walk the...?" |
| 15:00-15:30 | COFFEE |
| 15:30 | Work on country chapter for post-conference paper and presentation (post-conf 99% completed) |
| 17:00 | Meeting point "Give and Gain" |
| Friday June 14th | |
| 08:30 | Information and purpose of the day |
| 08:30 | Country presentations - Results - Reflections - Way forward |
| 10:00-10:30 | COFFEE |
| 10:30 | Country presentations cont' |
| 12:00-13:30 | LUNCH Flow Restaurant |
| 13:30 | Country presentations cont' |
| 15:00-15:30 | COFFEE |
| 15:30 | Summing up and way forward |
| 17:00 | Deadline for submitting country chapter on Luwit |
| 19:00 | Closing dinner in Thorburni Ballroom |

VI. List of Participants, Impact and Dissemination Seminar 2013

| Country | Surname(s) | First Name(s) | Mr/Ms | Batch |
|----------|---------------------|-------------------|-------|-------|
| Cambodia | Chhon | Chheang | Mr | 14 |
| Cambodia | Nguon | Phally | Ms | 12 |
| Cambodia | Seuy | Vongsy | Mr | 14 |
| Cambodia | Vann | Bopharam | Ms | 14 |
| Cambodia | Vann | Rommny | Ms | 12 |
| China | Chao | Kuiou | Ms | 10 |
| China | Chen | Jiangang | Ms | 14 |
| China | Jiang | Shuqing | Ms | 12 |
| China | Li | Jingxia | Ms | 12 |
| China | Liu | Haihong | Ms | 14 |
| China | Lu | Lan | Mr | 11 |
| China | Wu | Haiyan | Ms | 11 |
| China | Zhang | Lixia | Ms | 10 |
| China | Zhang | Zhi Xin | Mr | 10 |
| China | | Narisu | Ms | 14 |
| Colombia | Camacho | Sebastián Londoño | Mr | 8 |
| Colombia | Falla Barragán | Sandra Marcela | Ms | 11 |
| Colombia | Gaviria | Juan Camilo | Mr | 12 |
| Colombia | Jaramillo Contreras | Andrea Carolina | Ms | 12 |
| Colombia | Jaramillo Contreras | Gloria Marcela | Ms | 12 |
| Colombia | Junca Vargas | Javier Alexis | Mr | 14 |
| Colombia | Nanwani | Sanjay Kishore | Mr | 11 |
| Colombia | Núñez-Pardo | Astrid | Ms | 13 |
| Colombia | Oliveros García | Danilo | Mr | 9 |
| Colombia | Prieto Rodríguez | Edwar Antonio | Mr | 10 |
| Colombia | Reyes | Juan Carlos | Mr | 13 |
| Colombia | Rubio Saavedra | Bibiana | Ms | 9 |
| Colombia | Sánchez | José Reyes | Mr | 8 |
| Colombia | Sanchez Bohorquez | Blanca | Ms | 10 |
| Colombia | Sánchez de Buitrago | Flor Marina | Ms | 10 |
| Colombia | Téllez Téllez | María Fernanda | Ms | 14 |
| Colombia | Torres Jaramillo | Claudia | Ms | 11 |

| | | | | |
|-----------|---------------------------|----------------------------|----|----|
| Colombia | Valenzuela Quitian | Esperanza | Ms | 8 |
| Egypt | Abou El Enien | Usama Suhail Abd El Fattah | Mr | 14 |
| Egypt | Aly Shemis | Tahany | Ms | 10 |
| Egypt | Attia | Ghada Aly Aly | Ms | 14 |
| Egypt | Maghrabi Eraki | Saad Mohamed Gouda | Mr | 12 |
| Egypt | Moustafa Hamed | Mohamed | Mr | 10 |
| Egypt | Omar Ebrahim | Hossam Samir | Mr | 12 |
| Egypt | Shaaban Yassin | Walid | Mr | 10 |
| Ethiopia | Admassie | Abebe Demissie | Mr | 12 |
| Ethiopia | Ambaw | Endalkachew Tesera | Mr | 8 |
| Ethiopia | Beyene | Berhanu Belayneh | Mr | 12 |
| Ethiopia | Beyene | Biruknesh Aregaw | Ms | 9 |
| Ethiopia | Dullo | Damenech | Ms | 10 |
| Ethiopia | Ferenje | Dilamo Otores | Mr | 13 |
| Ethiopia | Gemechu | Daniel Mekonnen | Mr | 13 |
| Ethiopia | Kaltamo | Bisrat Ashebo | Mr | 9 |
| Ethiopia | Segaro | Haile | Mr | 10 |
| Ethiopia | Seyoum | Aster | Ms | 8 |
| Ethiopia | Teferi | Teferi Bellow | Mr | 9 |
| Ethiopia | Woldekirkos | Tibebu Zenebe | Mr | 8 |
| India | Abraham | Carmaly Pathikunnel | Ms | 13 |
| India | Joseph | George | Mr | 9 |
| India | Kakkattu Kovilakam | Valsala | Ms | 11 |
| India | Kalayath | Mohamed Haris | Mr | 11 |
| India | Kuttippoovathinkal Mathew | Marykutty | Ms | 14 |
| India | Mathew | Pushpa | Ms | 9 |
| India | Pulayanparambil Devasya | Francis | Mr | 14 |
| India | Pulikodan | Bhaskaran | Ms | 13 |
| India | Thazhathukudi Jacob | Gracy | Ms | 9 |
| India | Thekkumpadam Veedu | Gopakumar | Mr | 8 |
| India | Valiyaparambath | Anil Kumar | Mr | 13 |
| India | Vettukallumpurath | Thankachan Varkey | Mr | 8 |
| India | | Baby George | Mr | 14 |
| Indonesia | Ariyanti | L Endang | Ms | 12 |
| Indonesia | Hidayat | Nur | Mr | 11 |
| Indonesia | Hidayati | Umi | Ms | 13 |
| Indonesia | Indiati Binti Soegiarto | Intan | Ms | 11 |
| Indonesia | Martin | Riana | Ms | 8 |
| Indonesia | Ngasbun | Egar | Mr | 8 |
| Indonesia | Setyaji | Arso | Mr | 12 |
| Indonesia | Suciati | Sri | Ms | 9 |
| Indonesia | Sumardiyani | Listyaning | Ms | 9 |
| Indonesia | | Senowarsito | Mr | 13 |
| Indonesia | | Trimo | Mr | 11 |
| Malawi | Banda | Steve Katawa | Mr | 11 |

| | | | | |
|--------------|--------------------------|-------------------------|----|----|
| Malawi | Kwengwere | Martha Ndeyana | Ms | 13 |
| Malawi | Matengo | Ernest | Mr | 8 |
| Malawi | Mulima | Grace Mntchaisie | Ms | 8 |
| Malawi | Mwapasa | Mercy Alinafe | Ms | 8 |
| Malawi | Ngongonda | Elizabeth Lister | Ms | 11 |
| Malawi | Souza | Derex Francis Edwin | Mr | 13 |
| Malawi | Yotamu | Besta | Ms | 11 |
| Namibia | April | Roderick Graham | Mr | 14 |
| Namibia | Coetzer | Hendrik Johannes | Mr | 14 |
| Namibia | Kamonde | Eveline Tuhafeni | Ms | 11 |
| Namibia | Likoro | Elisabeth Nankali | Ms | 9 |
| Namibia | Mbundu | Markus Mbwet | Mr | 9 |
| Namibia | Mpareke | Florinus Mpareke | Mr | 11 |
| Namibia | Ngalangi | Naftal Sakaria | Mr | 11 |
| Namibia | Shilamba | Pelagia | Ms | 14 |
| Namibia | Sikongo | Jakobus Mukuve | Mr | 9 |
| South Africa | Engelbrecht | Rodney Maurney | Mr | 11 |
| South Africa | Malinga | Sikhalo Sifiso | Mr | 13 |
| South Africa | Mathibe | Tefo Emmanuel | Mr | 14 |
| South Africa | Matsaneng | Rapuleng | Mr | 11 |
| South Africa | Mofokeng | Nthokgoane Amelia | Ms | 14 |
| South Africa | Mtimkulu | Janet Matshediso | Ms | 13 |
| South Africa | Phokontsi | Gaelebale Lilly | Ms | 14 |
| South Africa | Seane | Mamaipato Maria | Ms | 11 |
| South Africa | Thokwayo | Tebello Patrick | Mr | 13 |
| Sri Lanka | Abeyratne | Nayana Nandani | Ms | 13 |
| Sri Lanka | Abeywickrama Liyanage | Sunil Abeywickrama | Mr | 9 |
| Sri Lanka | Dayarathna Dissanayake | Dissanayake Mudiyansele | Mr | 8 |
| Sri Lanka | Jhan Mohamed Khan | Hajar Jhan | Ms | 10 |
| Sri Lanka | Nagularaajah | Kothai | Ms | 13 |
| Sri Lanka | Premachandra Dissanayake | Dissanayake Mudiyansele | Mr | 10 |
| Sri Lanka | Wickramasinghe | Nihal | Mr | 8 |
| Sri Lanka | Yasawardana | Thushari lasanthika | Ms | 8 |
| Sri Lanka | Zeinulabdeen | Thajudeen | Mr | 13 |
| Tanzania | Chinguwile | Sylvia | Ms | 10 |
| Tanzania | Hyera | Demetria Melkior | Ms | 12 |
| Tanzania | Kayombo | Adrehemu | Mr | 10 |
| Tanzania | Kibga | Elia Kalenzo | Mr | 11 |
| Tanzania | Kimambo | Robert Wamenyisa | Mr | 12 |
| Tanzania | Lushinge | Suzana Samwel | Ms | 8 |
| Tanzania | Marimbo | Catherine Peter | Ms | 14 |
| Tanzania | Mung'aho | Germana Leonard | Ms | 8 |
| Tanzania | Mzelela | Lucas John | Mr | 8 |
| Tanzania | Olemeiludie | John Emanuel | Mr | 12 |
| Tanzania | Saduka | Adelard Nhunde | Mr | 11 |

| | | | | |
|----------|-------------------|-------------------|----|----|
| Tanzania | Shoo | Tumbana Elifnya | Ms | 11 |
| Tanzania | Tilya | Frank Nicodem | Mr | 14 |
| Uganda | Byakutaga Kasande | Beatrice Nkwenge | Ms | 10 |
| Uganda | Ddungu | Livingstone | Mr | 8 |
| Uganda | Ddungu Mbogo | Josephine Olivia | Ms | 10 |
| Uganda | Galiwango | Annie Sybil | Ms | 9 |
| Uganda | Kayungirizi | Katamba Elijah | Mr | 10 |
| Uganda | Lubwama | Aida Nyenje | Ms | 8 |
| Uganda | Masaba | Charles Wakoko | Mr | 8 |
| Uganda | Matovu | Namata Betty | Ms | 11 |
| Uganda | Muwagga | Anthony Mugagga | Mr | 13 |
| Uganda | Muziribi | Resty Nantaba | Ms | 13 |
| Uganda | Nabasinga Ntanda | Noeline Victoria | Ms | 9 |
| Uganda | Nambalirwa | Jane Patricia | Ms | 13 |
| Uganda | Ssengendo | David | Mr | 9 |
| Uganda | Ssenkusu | Peter | Mr | 11 |
| Uganda | Ssentongo | Benon | Mr | 11 |
| Vietnam | Chu | Yen Duc | Mr | 13 |
| Vietnam | Hiep | Nguyen Van | Mr | 9 |
| Vietnam | Hoang | Phuong Minh | Ms | 12 |
| Vietnam | Ngo Thi | Tuyen | Ms | 9 |
| Vietnam | Nguyen | Hanh Thi | Ms | 13 |
| Vietnam | Nguyen | Tam Huu | Mr | 12 |
| Vietnam | Nguyen Thi | Tao | Ms | 9 |
| Vietnam | Vu Thi | My Hanh | Ms | 10 |
| Zambia | Chella | Margaret Nachela | Ms | 12 |
| Zambia | Chishiko | Stephen | Mr | 10 |
| Zambia | Kabwe | Harris Benjamin | Mr | 9 |
| Zambia | Katele | Phillip | Ms | 12 |
| Zambia | Katongo | Susan Sitwala | Ms | 14 |
| Zambia | Kazeze Gondwe | Esther | Ms | 9 |
| Zambia | Miyanda | Mambe | Ms | 10 |
| Zambia | Mwale | Kelly Kezala | Mr | 10 |
| Zambia | Sichilima | Malango Ginno | Mr | 12 |
| Zambia | Simunyola | Catherine | Ms | 14 |
| Zambia | Yumba | Valentine Kadingu | Mr | 14 |
| Zambia | Malonga | Christina | Ms | 9 |



This book contains presentations and reflections based on the Impact and Dissemination Seminar held in June 2013 in Bangkok, Thailand with 160 participants from the Child Rights, Classroom and School Management programme of batches 8-14. Lund University has offered the programme since 2003, and it is an Advanced International Training Programme funded by Sida (The Swedish International development and cooperation Agency).

The editors of this publication are Ulf Leo, Emma Alfredsson, Lena Andersson, Agneta W Flinck, Bodil Rasmusson and Per Wickenberg.