LUND UNIVERSITY

Child Rights, Classroom and School Management

Change Projects from the International Training Programme Batch 14 - 2011a

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2012

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BATCH 14

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Finale Reports
Batch 14
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Contents

Preface

We would like to thank all change agents in Batch 14 who have participated in the international training programme on Child Rights, Classroom and School Management and contributed with a final report in this book. They have contributed to the initiation of changes aimed at the realization of the intention of the Child Rights Convention in policy as well as in practice in their respective countries; Cambodia, China, Colombia, Egypt, India, Namibia, Sierra Leone, South Africa, Tanzania and Zambia.

Lund, December 2012

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1. Introduction

In 2003 Lund University Commissioned Education was given the task, after public tender, to create and administrate a 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 development policy on Education and other internationally ratified instruments in the areas of child rights and education. The programme was oriented to target persons holding a position from where they could initiate processes of change in their home countries. During the years 2003-2009 the International Training Programme (ITP) on Child Rights, Classroom and School Management was arranged 11 times with 330 participants completing it. Most of them are still working for child rights in their countries and have formed national and regional networks. In 2010 Lund University Commissioned Education won the contract in a new procurement for arranging the programme twice a year 2010-2012 with an option for another two years. In 2011 the 14th and 15th batch started the redesigned programme and this book is one of the results of batch 14.

Programme objective and goals

The overall aim of the Sida International Training Programmes is to contribute to capacity development and processes of change in developing countries by offering key persons training. 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 the long-term perspective the programmes should contribute to institutional strengthening and capacity development in the participants' countries.

From a development perspective, the overall, long-term objective of the new Child Rights, Classroom and School Management programme is: "to improve participating countries' capacity to offer and ensure everyone's right to relevant and quality education, an education that is safe and secure, inclusive, student-centred, democratic and problem-solving and that creates opportunities for all, regardless of background, to participate in community life as active citizens."

The programme objective to be expected at the end of the contract is that changes which contribute to the realization of the intention of the Child Rights Convention in policy as well as in practice will take place.

The goals for the participants of each and every training programme are to gain:
- Increased knowledge and understanding of the CRC.
- Increased knowledge and understanding of the Education for All (EFA) and MDG's targets, relevant international concepts such as child-friendly schools, inclusive education and education for democracy and human rights (EDHR) as well as other relevant international instruments.
- Increased knowledge and understanding of experiences, methods and tools for organizational change in general, and rights-based (participation, inclusive and transparent) and democratic methods and tools for change in particular.
- Knowledge and understanding of Swedish and other international methods for translating children's rights and democratic values into practice in schools and in the classroom.
- Expanded international and national networks to work with the CRC and other relevant international conventions and other instruments.

In order for the training programme to contribute to desired changes participants need to acquire an understanding of the child's situation, background of the Child Rights Convention and children's right in, to and through education. Tools to initiate and/or lead changes that make the participants' respective organisation better able to implement and comply with the CRC and other relevant human rights instruments in the educational field are also required. The program must thus supply both background knowledge and an understanding of the content of the CRC and other relevant international conventions and instruments as tools for capacity development and organizational change. In this way, participants are expected to function as agents of change – change agents in their domestic contexts.

The Child Rights, Classroom and School Management Programme was one of the first ITPs with a clear change focus. One of the key elements in the training programme is to initiate and support change processes in the participants' home organisations and countries. The training programme has so far initiated more than 100 change processes in the participating countries.
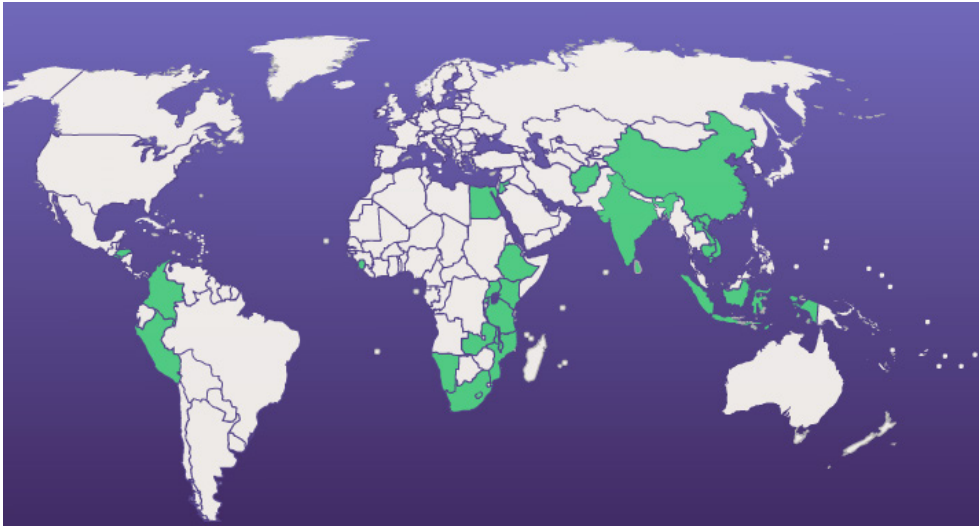
Figure 1: Countries with change agents and initiated change processes as a result of the Child Rights, Classroom and School Management programme

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The program provides tools for participants to connect theory and practice and thus be able to translate knowledge into practical everyday work. The entire training programme is based on a child rights approach. The right *to education, in education* and *through education* is the guiding principle of the programme. The following topics are included in the programme:

- Policy documents and laws in the subject area related to human rights – CRC, Education for All (EFA) and other internationally-agreed instruments of key importance in this context,
- Key aspects of children's rights to, in and through education and their practical implications
- Democracy in the school and the school's role in society "citizenship", inclusive education and gender equality
- Opportunities to use Information and Communication Technology (ICT) to promote increased quality and increased access to information and knowledge
- Appropriate forms of leadership as well as organizational structures, forms and behaviour and a leaders' role in the various structures

- Difficult situations such as disciplinary measures, bullying, corporal punishment and sexual abuse and possibilities to make a change
- Importance of problem-solving, critical thinking, participatory approach in the participants' context
- Education for Sustainable Development as a holistic approach where social, economic and ecological issues are integrated.
- Quality assurance as a method for continuous development and sustainability of change.

Target Group

Participants in the program consist of teams of three people from each country, often from the same region. Moreover, they represent the different levels (local, regional and national) of the education system and can thereby anchor the change process on a broad front and make a greater impact for the projects initiated.

Target groups for the new programme on "Child Rights, Classroom and School Management" are for example:

At the local level: headmasters, inspectors and educational advisers who are working with development of methodology and management at school and classroom level in a number of schools (clusters);

At the regional level: officers and trainers responsible for educational activities at the district or province level;

At the national level: teacher trainers, headmaster trainers, staff at institutes working with educational development and at Ministries of Education.

In addition to the above, the programme allows a member of the team to be part of the professional NGO staff working in the field of Education and Human Rights and based in developing countries. A mandatory prerequisite for all is a university degree or a teacher's training degree as well as at least five years work experience. Applicants from the following countries are invited to apply:

Africa: Burkina Faso, Egypt, Ethiopia, Liberia, Mali, Malawi, Namibia, Sierra Leone, South Africa, Tanzania, Uganda and Zambia

Asia: Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Sri Lanka and Vietnam.

Latin America: Bolivia and Colombia

Participants and teams are selected with the thought in mind to optimize the outcome of the course and make the change processes sustainable. Countries are selected to participate on several occasions over the years. This means of participation of different teams from the same country over the years creates the conditions for a critical mass, for network building and for strengthening the change processes, all of which have already begun. Over the years the following countries have been represented and have established networks of Change Agents on different levels:

Table 1: Countries and number of teams per country which have been represented in the different batches over the years

Country \ Batch	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Afghanistan							1							
Bangladesh	1	2												
Cambodia												1		2
China	1	2		3	4					5	6	7		8
Colombia				1	2	3		4	5	6	7	8	9	10
Egypt			1							2		3		4
El Salvador										1				
Ethiopia	1	2		3		4	5	6	7	8		9	10	
Honduras		1												
India			1	2		3		4	5		6		7	8
Indonesia	1		2	3			4	5	6		7	8	9	
Jordan		1			2	3		4				5		
Kenya	1			2		3								
Laos					1	2		3						
Malawi			1	2	3		4	5			6		7	
Mozambique							1		2					
Namibia		1	2			3			4		5			6
Peru	1	2												
Rwanda	1													
Sierra Leone												1	2	3
South Africa			1		2						3		4	5
Sri Lanka	1		2	3	4	5	6	7	8	9			10	
Tanzania	1	2	3	4	5		6	7		8	9	10		11
Uganda				1	2	3	4	5	6	7	8		9	
Vietnam		1	2			3	4		5	6		7	8	
Zambia	1	2	3		4		5		6	7		8		9

Programme Structure

The new Child Rights, Classroom and School Management programme runs over a period of 1.5 years and consists of five phases as shown in the figure below:

| Preparations in home country | Programme in Sweden | Work with change project in home country | Progress Workshop | Implementing change project in home country |
| Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |

CHANGE PROCESS

Mentors visit   Final Report
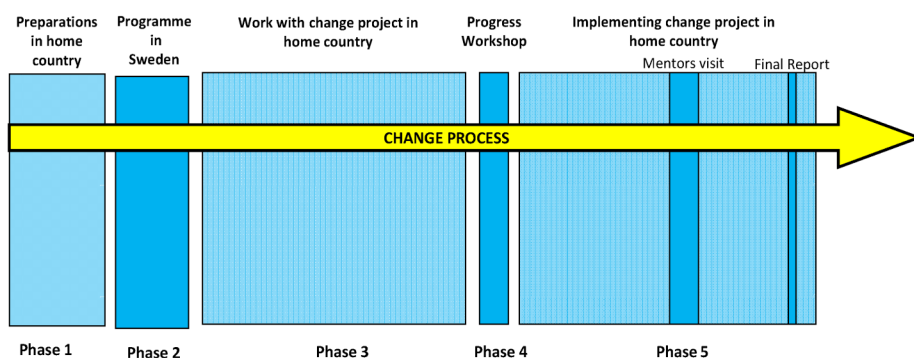
A change project is the frame of the ITP on Child Rights, Classroom and School Management and a process which continues throughout the entire programme. The change project is made possible through teamwork and thus it is of great importance that the entire team is involved in the process and that the project has a high level of practical relevance for each team member. Each team is assigned a mentor who is responsible for supporting and monitoring their work as well as the networking process. Throughout the various phases of the programme, participants will be given tools for developing and implementing the change project and for making it sustainable.
A description of the different phases in the programme for batch 14 will follow.

Phase 1 – Preparations in the home country was when the participants contacted the other team members and former participants in the program. The team began to explore the work and implementation of the Child Rights Convention in their own country. According to assignments given, they also prepared the background information which contributed to the baseline of their change project. (March – April 2011)

Phase2 – Programme in Sweden lasted for approximately four weeks and consisted of child rights studies combined with study-visits to relevant Swedish institutions and different schools. Interaction between the participants from the different countries added to the experience and increased the knowledge gained. The change project, which should have a high degree of practical relevance for the participants and their home organisations, is to be identified, planned and decided on and before the participants leave, they submitted a project plan. (2nd-26th May 2011)

Phase 3 – Work carried out in the change project in the home country with regular assistance from the team's mentor. The teams kept close contact with their mentor, the organisations and the stakeholders, and they also submitted a progress report. (May – September 2011)

Phase IV – Progress workshop in Malawi for 10 days focused on the change project carried out by the country teams. The participants were asked to present their results so far and develop and discuss future plans for applying the programme content in their change project. Visiting former participants' existing projects and organisation were also relevant. The principal idea of phase IV is to give and gain as much as possible from the mentors and the other participants in order to implement the change project. (16-26 October 2011)

Phase 5 – Implementing the project in the home country with assistance from the mentor. After phase four in Malawi, follow-up visits have been conducted by the respective mentor in the teams' home countries. The mentor together with the team met stakeholders, agreed on the following steps and also evaluated the project for change. After this visit the teams submitted the final change project reports in this book. (October 2011 – September 2012)

The Final Report may be the end of the programme, however it's not the end of the initiated change processes. Throughout the years almost all change agents have continued their work on child rights in their respective countries and networks.

Book of Final Reports

Final reports from all the participating teams in batch 14 are published in alphabetical order in this book. They represent different approaches to and topics on implementation of CRC with their points of departure in different actual problems in their respective countries. Common to all countries is that they have ratified CRC about 20 years ago. All states have, as a result, formulated laws, policies and programmes aimed at implementation of CRC and strengthening the position of children. However, there is still often a large gap between these good intentions and practice. The change project is trying to bridge this gap.

At the end of the book the mentors in the ITP on Child Rights, Classroom and School Management from Lund University – Ulf Leo, Lena Andersson, Agneta W Flinck, Bodil Rasmusson, Per Wickenberg – reflect on the focus areas presented and the conclusions drawn by the participants and the country teams in their final reports of the change projects related to CRC.

2. Final Reports

Cambodia

Strengthening Trainees' learning and living conditions at Regional Teacher Training Centre in Stung Treng, Cambodia

Chhon Chheang, Seuy Vongsy and Vann Bopharam

1. Frame of Reference

The Kingdom of Cambodia is located in Southeast Asia, and shares its borders with Vietnam, Lao and Thailand, and there is 440 kilometers of coastal border facing the Gulf of Siam. Cambodia is one of the poor countries in Asia because of a civil war which lasted for many years. 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 protecting and promoting the rights of children. In 1992, Cambodia became a party to the Convention and has ratified both of 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 this objective, schools need to accomplish many tasks. They are obliged to develop in their students a spirit of self-confidence, self-reliance, responsibility, solidarity, national unity and patriotism. Schools must also instill in their students positive attitudes of respect for the law and human rights.

Since 2001, school enrollment has been free for every pupil from grade one to grade nine. This is to ensure all children can start school at the age of six and receive basic education (grade 9) by 2015, especially children who are from poor families in the rural areas. 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

is encouraging primary schools and high schools to establish student councils at every school in the entire country.

In May, 2011, the Cambodia Team with three members (Chhon Chheang, Seuy Vongsy and Vann Bopharam) was the second team ever to attend an Advanced International Program on Child Rights, Classroom and School Management in Sweden. We have become *Change Agents* of CRC for our country. Our aim is to work together to improve CRC in our areas in general and at the RTTC in particular. Our project is connected to the progress work of batch 12 who started their change work at The Regional Teacher Training Center (RTTC) in Stung Treng 2010 where they focused on all three Ps; provision, protection and participation as general knowledge to all teachers and teacher trainees. Their main target group was the trainees, but they also involved the teacher trainers in order to raise awareness and focus on their important role as role- models for the teachers. Our project is to strengthen trainees learning and living conditions at the RTTC and with a focus on participation.

Stung Treng RTTC

Stung Treng Regional Teacher Training Center is located in Stung Treng province in Northeast Cambodia. Students at RTTC are from three different provinces, Stung Treng, Rattanakiri and Mondulkiri. 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.

What we emphasize in our project plan is participation in school activities during their education at RTTC. Participation is the natural manner of people. There is no doubt that students can address problems by applying democratic processes such as critical thinking, problem solving and communication and relations.

All members in our team are connected to Stung Treng: Ms Vann Bopharam, secondary teacher at Hun Sen Stung Treng High School of MoEYS, Mr. Seuy Vongsy, Deputy Director of Regional Teacher Training Center at Stung Treng and Mr. Chhon Chheang, Vice Chief of Bureau for Early Childhood Education Department at Ministry of Education, Youth and Sport.

One of our stakeholders is The Child Right Foundation, a local Cambodian NGO, founded in 2000 based in Phnom Penh. The organization collaborates closely with the Ministry of Education, Youth and Sports (MoEYS). The Child Right Foundation had visited all Teacher Training Colleges in the country and has delivered demonstration lessons and TTC 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.

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

2. Purpose (aim)

Batch 14 has chosen to emphasize the practical meaning of CRC at the RTTC and our purpose is:

> "To build the capacity of trainees to raise and solve problems themselves and carry out issues that otherwise cannot be solved by the TTC Director".

By establishing Student Councils we want the trainees to address their problems themselves and hopefully solve their problems themselves. The main reason for establishing a Student Council is to strengthen trainees learning and living conditions by empowering them. The target group is the trainees of RTTC in Stung Treng; there are about 160 students in Yr 1 and 160 students in Yr 2.

In the long term we hope that this democratic way of participation will benefit the trainees' future work as teachers at primary schools in the different provinces and to help these people overcome the cycle of poverty.

3. Methodology/Activities

We hold on to our project plan and basically follow the plan we made in Sweden. Before starting our progress work we discussed this with batch 12 and together we came up with smart ideas for implementing our project. The project started in June 2011 and followed the process as written below; first we present our project plan and then some details from the different activities.

Project Title: Strengthening Trainees' learning and living conditions at RTTC in Stung Treng.				Project duration: June 2011 to May 2012	
Purpose: To build the capacity of trainees to raise and solve problems themselves and carry out issues that otherwise cannot be solved by the TTC Director.					
Activities		Expected Outputs (short-term results)	Expected Outcomes	Monitoring Tools	Time
1. Meeting with the director and all teacher trainers to agree to establish Student Councils.	Results	The spirit of the meeting agreed to establish a Student Council at Stung Treng TTC. All teachers participated in the meeting and 80% accepted the establishment of a student council.	All teachers support the student council enabling the body of the student council to develop and become sustainable.	Interview teachers on the importance of establishing a student council.	July 2011
	Indicator	The teachers' attitude towards the Student Council is positive	The student council participates in organizing and running school activities.	Interview teachers on the need for a student council. Ask student representatives how the teachers are supporting them after the council has been established.	
2. Training on Student Council Awareness for teacher trainees year 1.	Results	Teacher trainees of the academic year 2010-2011 are aware of the importance of a student council. 165 teacher trainees participate in the training on student council awareness.	Trainees require the student council for matters at their school and for their learning and living conditions at the RTTC.	Find out general opinion after training on awareness.	October 2011
	Indicator	*Trainees put suggestions in the suggestions box on matters that concern them.	*Trainees can give some examples of successes/activities of the Student Council.	Organize a quiz with prizes/awards. Interview some trainees	

3. Meeting with all trainees year 1 and let them vote to establish Student Council.	Results	Stung Treng TTC has its first student council for academic year 2010-2011. 165 students participate in the election: 1 chairperson, 2 vice chairpersons, and 8 members of the student council.	Student council in Stung Treng TTC will be able to work in process. Next academic year the Student council is going to elect 11 more members	The elected representatives will be known to the trainees. The elected representatives will be known to the teacher trainers and the board	2011
	Indicator	*Open communication line between student council and trainees	*Student Council has regular meetings.	The Student Council will make their own notice board. Regularly put up agendas and reports from the meetings.	
4. Meeting and workshop with Student Council members to teach them their roles and responsibilities and different ways to solve problems such as: Critical thinking, Problem solving, Communication and relations.	*Results*	Each member of the student council will be clear about his/ her roles and responsibilities in the council.	The student council of Stung Treng TTC will be able to solve the problems of the students and their learning and living conditions.	Visit students councils meeting and observe the out come	2011
	Indicator	*Representatives develop improved self- esteem * Representatives seek solutions to problems. * Representatives raise issues to the council.	*Trainees become outspoken on school matters. *Performance of trainees in TTC improves.	Interview with representatives of the Student Council Interview with trainees.	

1. **Meeting with the director and all teacher trainers to agree on establishment of Student Councils.**

On June 8, 2011 our work team held a meeting with the director, Mr. Oum Somourn and 24 teacher trainers in the meeting hall of Stung Treng RTTC. The objective of the meeting was to raise the question of establishing Student Councils at RTTC and sensitize the meeting on the trainees' situation at the RTTC. Mr. Vongsy showed the project

plan that had been agreed on in Sweden. He explained how it was going to be put into practice at the RTTC. He shared his knowledge of CRC and his experiences of Student Councils from school visits in Sweden. After that he explained about the trainees' living and learning conditions at RTTC and spoke openly about problems as yet unknown to the meeting. He talked about the need for support for trainees from the communities and other partners, especially all teacher trainers at RTTC.

Next he gave participants the opportunity to discuss the advantages and disadvantages of a Student Council establishment (appendix 1). Because of the discussion the teacher trainers could see many advantages of implementing Students Councils at their RTTC and most of the teacher trainers appreciated the project, only a few of them had their doubts. Finally all of them, including the TTC director agreed to establish student councils at RTTC.

These were the advantages they found:

- Improving the teacher trainees' living conditions.
- The trainees achieve better study results.
- The trainees participate more in school activities.
- The trainees take responsibility for themselves.
- The trainees can solve problems themselves.
- The trainees gain knowledge which they can apply in their new schools.

At the meeting it was also decided to select a group of teacher trainers to be responsible for Student Councils. This group is called an Advisory Council.

2.   **Training the teacher trainee year 1 on student council awareness.**

On August 4, 2011 our work team organized a three hour training workshop with 155 trainees Yr 1 on student council awareness. The training workshop raised four topics:

- How to name a Student Council.
- The structure of a Student Council.
- How to establish a Student Council.
- Working process of a Student Council.

We used a book on Student Council organization published by the Ministry of Education Youth and Sport. We explained each topic followed by questions, discussions and answers. We explained the structure of a Student Council and we used small group discussions as an approach. The trainees participated actively and enthusiastically in the activities. They presented their discussion using flipcharts and reflections on stage.

At the end of the workshop we had an assessment; a questionnaire (appendix 2). In total 155 trainees participated in the assessment.

The result is as follows:

- 88 % showed a good understanding about the meaning of a Student Council.
- 6 % showed average understanding about the meaning of a Student Council.
- 6 % showed poor understanding about the meaning of a Student Council.

When we raised the question: "Is the student council necessary for our Teacher Training Centre?" all participants answered "Yes it is" based on the following reasons:

- Easy to administrate, good discipline, and it's easy for us to establish the Student Council ourselves when we are at the RTTC.
- It will raise better participation in protecting and looking after the belongings of the RTTC.
- It will improve the relationship between trainees and between trainees and teacher trainers
- It will give trainees the opportunity to participate in school matters such as environment, hygiene, living and learning conditions.
- It will help relieve some of the teachers' work.
- It is an important feature of the Child Friendly Schools.
- It will be established and led in accordance with the instructions of the Ministry of Education Youth and Sport.

The question we raised afterwards was "Will you participate and help the Student Council?" To which the participants answered "Yes we will" (appendix 3).

3.   Meeting with all trainees Yr 1 and let them vote to establish a Student Council.

On October 8, 2011 a meeting was arranged by change agent Mr. Seuy Vongsy, vice director, and change agents from batch 14 along with the help of four other teacher trainers. The meeting aimed to select a committee of a Student Council among 165 teacher trainees Yr 2.

Election for Student Council Yr 2.

After working for two hours, eleven trainees were elected to be the first members of the Student Council for academic year 2010-2011 at RTTC Stung Treng since it was built in 1984 (appendix 3). The election was based on the instruction of MoEYS (Ministry of Education Youth and Sport):

- 1 chair person
- 2 vice chair persons
- 8 members

On January 26, 2012 a second meeting was arranged according to the same process and eleven more teacher trainees were elected to be on the committee of Student Council Yr 1 intended for academic year 2011-2012. Two Student Councils have now been established at RTTC, Stung Treng. The reason why we have two student councils in the same academic year and same place is because the teacher trainees Yr 1 and Yr 2 follow a different curriculum. Teacher trainees Yr 2 start their semester on the first of October and finish in June, and the teacher trainees Yr 1 start their semester on the first of December and end in August every academic year. They also have different times for their practical trainings; February to March (for Yr 2) and from May to June (for Yr 1).

4. **Meeting and workshop with Student Council members about their roles and responsibilities.**

The structure of the Student Council committee Yr 2

On November 15, 2011 we held a meeting with the eleven members of the Student Council Yr 2 in order to teach them how to work with the council. According to the guidance of MoEYS, Student Councils are divided into two levels; a school level and a class level. The school level is called a committee of Student Council with eleven members elected. The class level is a branch of the Student Council and members are selected among trainees in each class. The branch or Class Council is divided into six sub-branches based on the workday, from Monday to Saturday (appendix 4).

At a later time we also conducted the same workshop for members of the Student Council Yr 1.

During the meetings, we found that nearly all members were reluctant to do things because they have never done this kind of work before. They were encouraged by us to work in groups in democratic ways and quite soon they were asking for help and support from us.

4. Results

Ever since the project plan has been implemented at the RTTC, we are proud to say that there have been a number of improvements at the school. Teachers and staff have perceived the progress of work. This is a strong point that encourages team work and Student Council to work much better in the future. The following results show the actual indicators for the output and outcome of the project which we obtained from our career in RTTC, Stung Treng.

4.1. Indicators for output and outcome 1

The meeting with the director and teacher trainers about agreeing to establish a Student Council was a great success; more than 90 % accepted the idea to establish Student Councils at the RTTC. This gave us good reason to believe in the success of the implementation of the project.

School managers and teachers are now more accustomed to showing positive responses towards the Student Councils and allow it be part of open school activities. Teacher trainers have learned about student councils from other teachers or by reading relevant documents. During the period of implementation, we found that trainees were encouraged to deal with their own issues. They have learned and understood the importance of participation in school training activities. Not only the trainees but also teachers pay more attention to participation and decision making. They are now motivated to meet and discuss the matter before making a decision. Recently, trainees Yr 1, teachers and school managers met together to strengthen school discipline and the trainees were encouraged to give ideas or other suggestions before decisions were made. Trainees are persuaded to give suggestions at meetings or leave their ideas in the suggestions box on matters that concern them. We have also received some feedback from trainees who finished their training last year, they said that the school has changed a lot, especially the school environment, the discipline of the students, the decision making process and the participation of trainees and teachers. Some teachers have voluntarily organized a member of staff to be in charge of the youth, known as link teachers. One of the change agents in batch 16 is one of those link teachers; Mr Nuon Sokchantra now works closely with the Student Council Yr 1.

4.2. Indicators for output and outcome 2 and 3

The project has opened a line of communication between Student Council and trainees. This opportunity provides communication through daily school work such as meetings, morning work, performances and entertainments. The Student Council has regular meetings every Thursday afternoon, with the members in the council and the members from the branches. Sometimes the meeting is led by a teacher who is in charge of the youth, a link teacher. The Student Councils are allowed to put up agendas and reports from meetings on a notice board outside the main hall in order to spread information. Furthermore, the Student Councils are permitted to work directly with trainees every morning.

Representatives of the Student Councils are aware of their rights and the importance of good leadership to be able to carry out their work. They have learned how to speak to members, how to respect each other, and how to be more influential. They have also tried to build their capacity and improve their self-esteem. The representatives have become the first trainees to obey school regulations. They are also able to seek solutions to problems concerning their studies and their living conditions, and know how to raise issues within the council. Through our project and with help from the school manager, the trainees have become more outspoken in school matters. They use their meetings, the suggestion box or other ways to communicate. These indicators show an improvement in different democratic performances in a way that RTTC Stung Treng has never experienced before.

At the beginning of the project, trainees Yr 1had difficulties understanding the role of a Student Council and the school manager and the teachers were aware of this. The link teachers started to lead some of the activities and now these teachers have been replaced by the trainees. The teachers and the school manager have recognized that participation of trainees in school development has improved.

Today the trainees of the academic year 2010-2011 and 2011-2012 are aware of the importance of a Student Council. They can give examples of successful Student Council issues and 88 % of the students has a good understanding of the Student Council's concept. We have raised awareness and sensitized them for the need of a Student Council. You will find Student Councils in schools in Cambodia but they are rare at Teacher Training Colleges.

Our team's work has been successful; we now have two Student Councils working separately. Each council has a committee with eight trainees elected and the same ruling structure and working process. Information from the councils is posted on the wall of the school, so that staff, teachers, and other trainees can learn about the Student Council. The councils are led by a chairperson and consist of two vice chairpersons and eight members who are in charge of different types of work. Furthermore, we have

branches of the student council for each class. They are called Class Councils. Every Class Council has the same ruling and working process, a chairperson, two vice chairpersons, and six sub-branches with members.

4.3. Indicators for output and outcome 4

The roles and responsibilities were taught to the members of Student Council Yr 1 and Yr 2 by our team and a Child Right teacher from RTTC. The purpose was to be clear about his or her role and responsibilities and to be able to act in the meetings. Now the trainees are able to work with teachers, school manager, and other teacher trainees. They are encouraged to ask what they do not know and how to come up with their own solutions. They know how to ask questions to ensure that their work is done more effectively.

4.4. Additional Results

4.4.1. Cooperation with the NGO "Volunteer service overseas" (VSO)

Linda Preston is a VSO volunteer and has been in Stung Treng for 24 months and has just started a new 12 months service. It was impressing for us to hear that Linda has extended her stay in Cambodia for another 12 months.
Linda shares the office with the Deputy Head of RTTC. She works together with teacher trainers, teacher trainees and teachers from six practice schools. That means she is their adviser in questions regarding education. She knows about this ITP and often offers help when we need it. She is satisfied with our project, both batch 12 and 14 and she has given us some good advice. She is present at the school every day. She sometimes joins meetings with us and has been involved in our mentor's visits. Recently she told us that she can see things are changing at the RTTC. That is a very good indicator for us. She has also discussed with Vongsy, member of Batch 14 and Deputy Director of RTTC, plans for in-service training at the RTTC for the teachers of Stung Treng. Linda produces teaching materials together with the trainees, her inspiration and knowledge is unique to us.

4.4.2. Pre-schools in the nearby communities of Stung Treng

There are some other achievements made by one of the change agents in batch 14. Mr. Chhon Chheang is the vice chief of Early Childhood Education Department in Phnom Penh. He leads several training workshops for Community Preschool teachers every year in villages nearby Stung Treng. 10 villages are involved in the state-run project called Home Based Pre-School Program. The Provincial office of Education (POE) in Stung Treng is responsible for the implementation of the project. The POE selected a core mother and five lead mothers. These persons are given special training in health

education and in teaching and learning activities. These persons are volunteering mothers who work as pre-school teachers.

4.4.3. Mentor visit

From June 3rd – 10th 2012 our mentor, Lena Andersson, came to visit the project in Stung Treng Regional Teacher Training Centre.
On 8th of June we conducted a training on problem solving with delegates of the Student Council Yr 2 led by batch 14 and working together with batch 12 and Lena Andersson. We started a Vision workshop to empower the delegates of the Student Council to work like a democratic Student Council. The students were divided into four groups. The topic was:

What changes are needed at the RTTC?
In groups they made a priority list by using brainstorming. A whole whiteboard was filled and each group selected one problem to work with and tried to come up with solutions and answers to the question "how"?
The workshop was very interesting and brought up a lot of plans for the Student Council to work with.
It also motivated the students regarding problem solving and critical thinking.

Vision workshop for Yr 2.
18 problems (appendix 4) and wishes were raised at the vision workshop by the four groups of trainees Yr 2 with a focus on four main issues:

• A small budget for trainees who are ill.
• A covered area for drying clothes.
• More material for the dormitory and the classrooms.
• Build a waste water supply system.

All the problems were typed and posted on the information board with the approval of the school director.
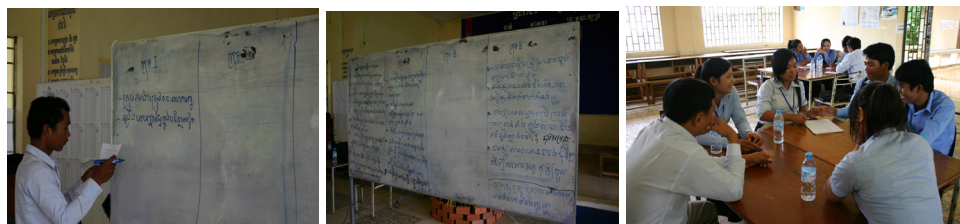
Lena also visited practice schools and met some Yr 1 trainees. At the first school she observed a lesson in Khmer and met three trainees. They had planned the lesson together and took turns in being the teacher. Afterwards she discussed the lesson with them and their teacher. At the other school we attended three different lessons about mathemat-

ics and Khmer. She also had a discussion about CRC with the principal at one of the schools.

Practise school Yr 1 students in primary school grade1.

Lena, Vongsy and Bhoparam from batch 14, Phally from batch 12 and Sardeun from batch 16 visited the Home-based pre-school programme which takes place in the villages outside Stung Treng town. This time we visited Thalaborivat pre-school where we met and talked with a volunteering mother who works as a pre-school teacher. The home-based education is a cheap and effective way to provide free pre-schools for the children in the village.

4.4.4. Network development

All three Change Agents in batch 14 participated in all activities and in all formal and informal talks and all five batches of Change Agents (batch 12, 14, 15, 16, and 17) have shared information with each other since our start in 2010. During the mentor's visit, at least one representative from each batch met with Lena Andersson. During her stay this time we managed to have one regional network meeting at the Curriculum Department in Phnom Penh where all batches were represented and another regional meeting in Stung Treng where batch 12 and 14 where present. We decided to build a national network next time our mentor visits us in December 2012 where we plan to meet in Phnom Penh.

Meeting at the Curriculum Department in Phnom Penh.

5. Discussions and Reflection

We feel that we are on the right track. We have managed to make our project part of our day-to-day work at our Teacher Training College and have managed to involve both teacher trainers and teacher trainees. Our team has worked faster than our time planning because we were flexible in time and in the work context. Two remaining activities were completed after returning from the follow-up seminar in Malawi. 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 team has organized a good schedule and used relevant methodology. We also keep in touch and work closely with batch 12, especially with Rommny and Sopeak. They provided us with useful files and gave relevant instructions to us. Sometimes we had meetings together and discussed important issues e.g. how to enlighten the 3P's and make them real and relevant for our target group.

Successes in the project do not just come from us. 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. As well, the Teacher Training Department (TTD) of the Ministry of Education, Youth and Sports in Phnom Penh try to motivate directors of RTTC and PTTC to establish Student Councils nationwide. Some RTTC and PTTC have developed a good Student Council e.g. Siem Reap PTTC where teachers come to visit and join their workshops. We can see and learn from Siem Reap; in fact this is one of the main reasons that teacher trainers at Stung Treng RTTC accepted the idea of a Student Council establishment.

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.

We have also learned a lot as a team. At first we did not have enough knowledge and experience of the concept *student council*. But with the help of our director, Mr. Um Sam Uon, who provided us with documents of the student council as applied in Siem Reap RTTC, and the guidance gained from the follow-up seminar in Malawi, we started to implement our change project step by step. At first we felt dissatisfied because the project was new to both the team and to trainees Yr 2. 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.

When we started to work with the trainees Yr 1 we had learned a lot and had improved the training. All members of the Student Council Yr 1 have now been persuaded to work more openly. They are invited to meetings to share ideas and to make decisions together with the teacher trainers. School environment, hygiene and sanitation are now matters looked after by the Student Council Yr 1. Every Saturday evening a meeting is held in the dormitory by a member of the Student Council in order to solve problems concerning daily life situations. In the mornings the Student Council members lead the morning ceremony and the chair person and vice chair persons conduct their role as disciplinary educators. Furthermore, a member of the Student Council monitors trainees' absence. If a trainee has been absent for 2 or 3 day, his/her name will be passed on to a teacher trainer who is responsible for studies and action will be taken. All these activities are examples of Student Council implementations. The most important thing is the change from negative to positive. This is a strong indicator which will push implementation to being stronger, more confident, and more embedded in day-to-day school management. This does not mean that we don't expect any mistakes to be made, but that we have to accept what happened in a certain time and space during the project implementation.

5.1 Challenges

Change does not come as easy as we sometimes hope. Saying it is easy but practice is difficult. Change can be fast or slow depending on resources, especially human resources, time, budget, and its context. Based on the real situation of Stung Treng TTC, we cannot effect change in a short time and make changes on a large scale. We need more time and strength to achieve a small change. In Cambodian society, cultural and social norms still have a strong influence on Cambodian people. Through the implementation of our project we wish to express that a change needs a certain time, it is always a process. First we have to learn and understand its context clearly, and then we seek for good ways to change it. This kind of change leads to success in the long term. If we want to make changes too quickly the consequences of this process of change will lead to failure.

Even though the trainers and trainees participated actively in the meetings and workshops and our change project implementation has achieved a positive result, we still have challenges such as:

• We need time to explain and work with some teacher trainers and trainees who do not understand the concept of Student Council. The trainees' are still limited.

- Some members were not encouraged enough to work
- One member of RTTC management team is not strong enough to support the concept of participation. This means that we have to work harder in the next academic year.
- The time of the project implementation is short. It is like a pilot project, even with teacher traineesYr 2.
- The members of the student council often need help from teacher trainers.
- There are different visions between trainees Yr 2 and trainees Yr 1.
- Our budget is limited.

6. Way Forward

Although the results from our project implementation have not reached the goal we had expected, we accept that this is a very good start. This is a new step of a project we have never had before in our school. We are certainly determined that in the next academic year 2012-2013 we will endeavor to strengthen and improve our Student Councils year by year, promotion and promotion to ensure that their studying and living conditions will be better. We are looking at the following activities for the future:

- Change agents from batch 14 will continue with CRC lessons in their individual work.
- We plan to build a National Change Agents Network on CRC in Cambodia.
- In the context of Stung Treng RTTC, this project will continue indefinitely. The teacher trainees Yr 2 have finished, and trainees Yr 1 will become Yr 2, and this is how we will maintain continuity in our project. In the upcoming academic year 2012-2013, eleven more trainees will be selected for the new Student Council Yr 1.
- Work harder to raise Student Council awareness for trainees.
- Try to empower the Student Council so that they can work much better in the school activities, e.g. raise and seek support for issues raised by themselves.

With participation and support from the teacher trainees and teacher trainers, we hope that skills and knowledge gained by this project will help us to improve Student Council and CRC at Stung Treng RTTC from year to year. The team Cambodia is very much willing to ensure that this project is implemented to build a sustainable student council that will work for many years on and not only at RTTC in Stung Treng, but in the Northeast area of Cambodia in the future.

7. References

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Appendix 1

A survey to teacher trainers and school leaders

1. Have you ever heard of a student council before? ....

2. Where have you heard it? ....

3. What are the advantages and disadvantages of the student council?
   Advantages: ……………………...……………………...……………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

   Disadvantages: ……………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

4. Should we establish a student council in our school? …………………………………

5. Other: ……………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

Appendix 2

A survey to teacher trainees

1. Have you ever heard of a student council? ....

2. What is student council? …………………………………………………………………
   ………………………………………………………………………………………………

3. Is the student council necessary for our school? …………………………………………
   Why? ………………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

4. Will you participate in the student council? ....
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

5. Other………………………………………………………………………………………
   ………………………………………………………………………………………………

Appendix 3

Working process of student council committee

```
┌─────────────────────────┐              ┌─────────────────────┐
│  Advisory Council       │              │    Chair person     │
│ - Director              │ ────────────>│                     │
│ - A teacher who is in   │ <────────────│                     │
│   charge of youth       │              └─────────────────────┘
│ - Head masters          │
│ - A Child right teacher │
└─────────────────────────┘
```

Vice chair person				Vice chair person			
Member In charge of Discipline and three Goodness of youth	**Member** In charge of Study and Library	**Member** In charge of Social savings	**Member** In charge of Admin and finance	**Member** In charge of News spreading	**Member** In charge of Culture, sports, and arts	**Member** In charge of Health, hygiene, environment, and life skills	**Member** In charge of Youth resource club

Appendix 4

Working process of the branch (for a class)

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┌─────────────────────────┐              ┌─────────────────────┐
│    Advisor              │              │    Chair Person     │
│                         │ ────────────>│                     │
│ Class standing teacher  │ <────────────│                     │
└─────────────────────────┘              └─────────────────────┘
```

Vice chair person			Vice chair person		
Sub-branch 1. Member 2. Member 3. Member 4. Member 5. Member	**Sub-branch** 1. Member 2. Member 3. Member 4. Member 5. Member	**Sub-branch** 1. Member 2. Member 3. Member 4. Member 5. Member	**Sub-branch** 1. Member 2. Member 3. Member 4. Member 5. Member	**Sub-branch** 1. Member 2. Member 3. Member 4. Member 5. Member	**Sub-branch** 1. Member 2. Member 3. Member 4. Member 5. Member

Appendix 5

From the Vision workshop, problems and wishes:

What changes need to be made at the RTTC?
1. Physical club for trainees.
2. Place to burn litter
3. Student council Yr1 and Yr2 work together
4. Add more regulations
5. Strengthen safety in school and in the dormitories
6. Good relationship between teachers and trainees
7. Trainees should respect each other
8. Build a bigger kitchen
9. The rooms in the dormitory need water supply, fans and more beds
10. A room for producing material is needed.
11. There should be a small budget for trainees who are ill.
12. Covered area for drying clothes.
13. Two toilets, for males and for females.
14. A larger dormitory, adding a new building
15. Garage for motorbikes.
16. Supply more material for the dormitory and the classrooms
17. Build a fence around the school.
18. Build a waste water supply system.

China

Implementation of CRC-Based Teacher Training Program in IMNU and TVC, Inner Mongolia, China

Liu Haihong, Narisu and Chen Jiangang

1. Frame of Reference

CRC awareness has undoubtedly become embedded in change agents' awareness since the CRC Training Program started in Inner Mongolia in 2005. Meanwhile, tremendous amounts of work has been carried out in this region, which covers the dissemination of participatory approach, the enhancement of parents' role in classroom teaching, and the emphasis of administrators' role in school management. Favorable results have been achieved in the protection of child rights. CRC, owing to the untiring efforts of our former change agents, has been exposed to many people concerned, including some officials and teachers, who have gradually started to comprehend CRC and some even spontaneously start to launch campaigns of spreading the conception of CRC, which is obviously a positive signal.

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

1) CRC, since being introduced into schools in Inner Mongolia, has never been regarded as an inseparable part of our curriculum in any school, resulting in the unintentional ignorance either on headmasters' or teachers' parts to some extent, let alone students themselves.

2) The methods of disseminating CRC have been only confined to certain rigid forms, such as giving lectures to hundreds of target individuals, making eye-catching posters

on campus or in classrooms, or implementing participatory teaching approach in separate classes, all of which in fact have no long lasting effect.

3) Lack of formal CRC training materials (textbooks) substantially hinders the results of the changing efforts.

Attempting to tackle these problems, the China team in this batch plans to introduce CRC into classrooms, making it an indispensable part in Teaching Syllabus of the IMNU (Inner Mongolia Normal University) and the TVC (Tongliao Vocational College), which is and will be an unprecedented breakthrough in our colleges, and even in the autonomous region as a whole. Today, August 2012, there are 18 Change Agents or former participants in this CRC training programme still very active in Inner Mongolia (batch 1 to batch 16). Three more Change Agents are now joining the CRC training programme in September 2012.

2. Purposes

The program entitled "Implementation of CRC-Based Teacher Training Program in IMNU & TVC" is planned to last about 4 years (June, 2011-July, 2015) with the following aims:

- to increase pre-service/in-service teachers' awareness of CRC in classroom teaching,
- to increase principles' awareness of CRC-based participation in school management,
- to encourage them to implement CRC-based participatory approach, and
- to maintain the sustainability of the CRC project in Inner Mongolia, China.

In order to achieve these proposes, the change agents of the project take the following peoples as targeted groups:

- related staff teachers in IMNU, and TVC
- students in Inner Mongolian Normal University & Tongliao Vocational College who are trained to be future teachers
- representatives of in-service primary and secondary teachers from different regions of Inner Mongolia, China
- representatives of principles from primary and second schools in Inner Mongolia, China.

3. Activities

With inspiration and encouragement got from the training program, we devoted our time and energy to this great cause of protecting child rights by taking advantage of our administrative positions and academic backgrounds. During the past one and a half years, a lot of efforts have been done before getting leaders' final approval to modify the syllabus by inserting CRC course into the compulsory ones.

3.1 Activities in TVC

Ms Liu Haihong and her CRC partners in TVC carried out various activities which secures a smooth complementation of the project in her college.

Obtaining approval

To ensure the project to go smoothly, Miss Liu has to gain support from higher administrating levels. She persuaded the president and the college academic committee to accept her idea. The backbone teachers were also encouraged to take part in this great course.

Approval of the president

While receiving training in Sweden, Miss Liu Haihong (or named: Ms Kathy) kept regular contact with President Guan, who is a key figure carrying weight on big decisions, informing him of the detailed progress of the training and discussing with him details of the implementation plan. As a result, Mr. Guan has a deeper understanding of the project and shows greater interest in it.

After the completion of training program, she made a detailed report to President Guan and exchanged views with him on many issues concerning the spread of CRC in TVC, including the modification of syllabus. He promised to totally support this project plan, saying that any support ranging from material aspects to financial ones shall be provided without any constraints.

Support from the CAC

In TVC, modification of teaching syllabus cannot without the support from the members of the College Academic Committee (CAC). At the meeting, Liu briefly introduced the project to CAC members and emphasized the significance and urgency of introducing CRC into the college, which incurred a lot of questions and doubts from the CAC members. One argued and won supports that the students in the college are over eighteen and are not eligible for CRC items. The proposal of adding CRC to syl-

labus was once severely defied by some members, who alleged that CRC is not related to their teaching aim. After nearly two hours' heated argument and patient explanation, the proposal was finally agreed upon (see photos attached).

Discussions with relevant teachers

The final stage involved discussions with backbone teachers from various departments concerned, which appeared to be more smooth than expected. The core issue is how to formally integrate CRC into the students' training plan for Grade 2011. In the discussions, some valuable and feasible suggestions are proposed, which propelled the quick approval and adoption of new syllabus by Teaching Affairs Division. (Enclosed please find the formal application and approval documents, and training plan for different majors included.)

Activities at TVC

Various activities, involving both students and teachers, were carried out to ensure a good start of the project, and expected results were achieved.

Teachers' training

Changes agents in TVC exerted great efforts to encourage and motivate more teachers to take part in this great course.

Delivery of lectures

To get more teachers motivated in the great cause of disseminating CRC, two lectures were given to more than 200 young teachers. Four teachers played different roles in giving the lectures, in which interactive and participatory approaches were applied. The Lecturers' task is to go out to get all trainees present to enjoy the atmosphere and to change their traditional view on lectures. Most of the audience were attracted both by the concept of CRC and the methods employed by the lectures.

In the lectures, discussions and debates were taken between groups. The participants were required to write their comment or viewpoints on large sheets of paper and then give presentations. After the lectures, one teacher remarked, "I've never attached importance to child rights before. I can't exactly remember how many times I drove students out of my class just because they were not listening to me. I now know I'm to be blamed for that. My next class will be totally transformed. It will be a class with smile and laughter, a class showing respect to each individual."

Demonstration classes given by teachers

Two demonstrations classes were given by two teachers in which participatory approach was applied. The classes were greatly welcomed by the students and impressive effect was achieved. The change agents' confidence in changing was greatly enhanced. (video on the spot being attached)

Students' training

Besides organizing teacher activities, Liu and her partners also carried out various students' training programs.

CRC education to target classes

In accordance with the detailed implementation plan, Mr Wang Lan, an English teacher from Teachers' Training Faculty, gave lectures about child right protection to pilot classes. A questionnaire containing forty questions was also handed out to the target students (questionnaire attached as appendix). Based on the answers obtained, a range of activities were carried out aiming to raise the students' awareness of law, especially of CRC.

A preliminary CRC education was also given to over 1,000 freshmen shortly after they entered the college. Participatory approach was applied in the process, which aroused their great interest and most of them volunteered to demonstrate themselves without showing shyness or timidity as they often do in other situations. Some commented this meeting as democratic and open, adding that they liked it so much that they were in the hope that classes will be given in this way.

Lectures presented by Mr Lulan – former CRC Change Agents

Invited by Ms Liu Haihong (Kathy), Mr Lulan (a former participants and CRC-Change Agents in Batch 11) gave two lectures to the students from Grades 2010 and 2009, the contents of which cover:

A) a quick glimpse of Sweden, including cultures, education, welfare and history, which all aroused the students' interests and curiosities;

B) a brief introduction of what CRC is about and what has been done in the last few years in child rights protection in Inner Mongolia;

C) what the college is doing in terms CRC and what students should have in mind with regard to CRC.

Mr Lulan emphasized that the students should not only be familiarized with the concept of CRC, but also bear the responsibility of disseminating the concept to whoever

they will be teaching after graduation. Some of the students remarked that they have realized the importance of child right protection and will proceed to spread the CRC concept to others, especially to their future students and the parents.

Students' reports to show their understanding of CRC

No sooner had the training of the target students been finished than they were required to write down some events which impressed them most in their childhood. Most students earnestly recalled the ignorance of their rights either at home or at school. Most reports showed the students' understanding of CRC and the importance of protecting their own rights. Some students wrote in their reports that they would never allow their future's students repeat the tragedies. When reading all these reports, we saw the future of child rights in China.

Activities after Malawi visit

Inspired by the Malawi visit Ms Kathy (or Ms Liu), together with other change agents in Tongliao, carried out various activities to ensure the project to be implemented smoothly and effectively.

Selection of new target classes to extend CRC

Upon Ms Kathy's return from Malawi, two trial classes, aimed at enhancing students' awareness of CRC by applying participatory approach, were initiated with Mr Lulan, the former change agent, as lecturer. Ms Kathy, on the other hand, was responsible for class layout and teaching effect supervision. Eventually, two target classes were selected and 12 lectures were given in terms of CRC with obvious outcomes as follows:

1) Students are tremendously exposed to the striking and shocking cases in some countries involving teachers' corporal punishment to children, parents' ignorance of children's human dignity and society' indifference to children's needs , etc., which have prompted them to better understand the necessity and urgency of child rights protection;

2) Through detailed analysis of the Child Rights Convention item by item, the target students have become aware of how children can be protected and what role CRC can play in protecting child rights in different circumstances.

3) The volunteer teachers attending these lectures were fully aware of both the way that lectures were delivered and the necessity with regard to CRC, thus laying a solid foundation for their future's involvement in the CRC extension work.

Addition of child rights elements in teaching quality assessment

Pushed by Ms Kathy, the college criteria for teaching quality assessment have, after experiencing twists and turns, finally been amended by taking into consideration the factors as follows:

1) Whether teachers pay due attention to the rights of individuals;
2) Whether a democratic atmosphere is established in the classroom setting.
3) Whether participatory approach is applied in teaching process.

Accordingly, an inspection and supervision group is set up to monitor the implementation of the above mentioned amendments. Therefore, a favorable environment for CRC extension has come into being, in which the change agents can further carry out relevant work more readily and smoothly.

New premium put on mentor's visit

The college leaders attach great importance to mentor's visit before which Mr Guan, vice president of the college, personally presided over a series of conferences assigning each individual with the specific task related to the mentor's visit, covering the blueprint of the project report, visit to internship bases and even every detail of mentor's reception, etc. With the leaders' full support and guidance, Ms Kathy Liu designed and took charge of the whole process of mentor's visit. The highlight is the way that the project report was delivered involving five presenters with each person's role ingeniously defined, vividly and innovatively unfolding the core essence of the CRC-based participatory approach before people's eyes, which unsurprisingly won applause from the mentor as well as the leaders of college and department levels.

During the mentor's visit, a great variety of activities were organized, one of which was a demonstration class given by a student teacher from the trial class in the internship base of the college, the teaching effect being greatly satisfactory. Appointed by Ms Kathy, Mr Lulan, a change agent who was assigned to teach the trial class presented an observation class which also received positive comments.

Furthermore, the students from the trial class presented a series of spontaneous activities, among which one is worth touching upon. They performed several short dramas whose plots, ranging from abuse of child rights to teachers' apathy to children, were so moving that almost everyone on the spot had tears streaming down. It's just an epitome that shows how deeply the target students know about CRC and what they will do when they become teachers or parents.

What should be focused is that all relevant leaders form college and various departments were present when project report was being delivered and demonstration classes given. All leaders present have comprehended the essence of CRC more deeply, show-

ing great enthusiasm in the project, thus forming very advantageous surroundings for future's CRC dissemination work, as can be illustrated as follows:

Firstly, a high consensus is reached among leaders from various levels within college with regard to the teaching methodology of CRC-based participatory approach. It's expected that a large scale of teaching reform will be launched in the whole college next term.

Secondly, a top-to-bottom format of CRC dissemination has been shaped by applying administrative power to get everything done, which has proved to be the most effective means. It's acknowledged that the leaders ultimately influence the direction of any project work and it's certain that, at least in terms of the CRC program in TVC, an overwhelming advantage has been obtained with our joint efforts, the outcomes of which are bound to be significantly positive.

Thirdly, a virtuous circle has formed regarding the CRC extension in the college or the locality at large. The three change agents from TVC,together with other former change agents shouldering different tasks have been ,as a matter of fact, working cooperatively for a common cause within the network--to get CRC ideology embedded firmly, to make more people conscious of the significance of CRC and to usher in more qualified personnel to get involved in this great cause. Judging from the present outcomes achieved, more fruitful results are hopefully just on the horizon.

New tasks designated by Mr Guan

After Mentor's visit, Vice president Mr Guan chaired a conference attended by all department leaders. The significance of CRC was emphasized once more demanding all leaders present of the following work.

1) One or two pioneer departments are to be selected for further extension of CRC;
2) Backbone teachers' training shall be proceeded;
3) The participatory approach shall be extended to the whole college;
4) Mr Guan himself will act as the key person for the newly established project – Participatory approach research and dissemination in TVC. All the work shall be carried out at the beginning of next term;
5) Ms Zhang Aihua (CRC Change Agents in new batch 16) has started editing CRC teaching brochure and more training sessions will be delivered next term and more teachers are expected to join this big family of CRC dissemination.

Therefore, a safe conclusion can be drawn that, with more support from the college leaders, more involvement by all teachers concerned and more strenuous efforts by change agents, it's beyond doubt that CRC will be firmly rooted in TVC, in Tongliao and even in the whole autonomous region with unswerving force and this day is not far

off when all of us will share the CRC fruit with the rest of the world in Bangkok June 2013.

3.2 Activities in IMNU

Returning from Sweden, Miss Narisu and Mr Chen Jiangang, together with the former change agent – Miss Wu Haiyan – have exerted their great effort to put forward the implementation of the project at IMNU.

Obtaining approval and support

The project in IMNU consists of two aspects: the training of in-service teachers and the training of pre-service teachers. The key process of implementing the project is to put CRC training course into the teaching syllabuses, which needs approval and support from higher administrating levels.

For training in-service English teachers, we modified the training program after repeated discussion with related administrators in the university and submitted formal teaching plan to the Ministry of Education. The plan was finally approved, and English teachers from different parts of Inner Mongolia will receive CRC education with focus on classroom management.

To train pre-service teachers, the change agents are working together to carry out discussions and surveys so that the application of a public optional course on CRC is successfully approved. The formal application will be submitted next term.

Activities before Malawi visit

To ensure the smooth implementation of the project, change agents in IMNU, together with motivated teachers and administrators, took any opportunity to carry out activities to spread the concept of CRC and to inspire more participants.

Activities in Bach 13 visit in China

Before and during the CRC Bach 13 visit and Progress Workshops in Hohhot in June 2011, the change agents in IMNU made great advantage of this opportunity to carry out several activities, spreading the idea of CRC among teachers, students and administrators as well.

The president's meeting

After detailed explanations and discussions, the application of a meeting between the IMNU University President and Batch 13 members was approved. The meeting was

held on June 9th. The President Yang Yijiang extended a warm welcome speech to all the change agents, mentors and administers of the training program, saying that, as a university training both pre-service and in-service teachers, it is of great significance for IMNU to have teachers take part in this international training program. He also expressed his willingness to support change agents in spreading the idea of child rights protection by integrating it into teaching and training programs.

Discussion with teachers and students

During the visit, a meeting was also organized between all the guests and the teachers and students of the Foreign Languages Institute. This was a precious opportunity to spread CRC concept among the teachers and students. Both teachers and students showed great interest in child rights protection and enjoyed the discussion a lot, asking questions and expressing ideas actively. A mini demonstration class using participatory approach was also presented to the visitors by Hong Ying, a young English teacher.

Revision of the in-service teachers training program

To ensure the project success, the key step is to integrate CRC course into teaching syllabuses. Yet this has to be done step by step. In July, Narisu revised the teaching syllabus for in-service English teachers and submitted for approval. Good news came in September and the course will be given to over 50 English teachers in this October.

Lectures to students before teaching practice

On September 20th, lectures were given to over 100 under graduate students, who are going to have teaching practice in about 50 secondary and primary schools across Inner Mongolia, on preparations and requirements of doing practice. The three change agents attended, and Narisu gave the students a brief education on CRC, emphasizing the importance of protecting child rights. She also introduced some strategies and skills of motivating children in classes, making friends with them, and exerting their potentials, etc.

Other motivation lectures to about 50 under graduates, who are Mongolians, were delivered on September 27, during which the CRC concept was also disseminated. The expressed their understanding of the concept and decided to put it into practice.

Activities after Malawi visit

After Narisu's back from Malawi (because of a paternal leave, Chen Jiangang didn't take part in the Malawi visit; but he did cooperate closely with Narisu and other change agents in IMNU as well as in Hohhot), various training activities have been done to ensure the project a smooth and successful implementation.

The addition of CRC courses to in-service teacher trainings

First, after the successful application for the addition of a new course named "Child Rights Protection and Foreign Language Teaching" into a national training program for in-service teachers, Professor Wu Haiyan began to give lectures of this course to over 50 backbone English teachers coming from different parts of Inner Mongolia. Great success was achieved.

Second, the addition of the "Child Rights Protection and Foreign Language Teaching" course was also made in the in-service teachers' training program of Yuquan District, Hohhot in October, 2011. The course was lectured by Narisu, which also achieved expected results.

The compiling of a CRC course book

We are during Spring-Summer 2012 active in compiling a bilingual course book named "Child Rights Protection and Foreign Language Teaching" under the leadership of Mr. Sunbaijun and Professor Wu Haiyan, with Narisu and Chen Jiangang participating in it. We have so far worked out the book outline and some chapters.

The addition of a CRC public course to pre-service teachers in IMNU

In the end of May, 2012 we submitted an application for a public course named "Child Rights Protection and Classroom Teaching" which is open to all undergraduates in IMNU. Narisu is responsible for the construction of the course with all change agents at IMNU being the participants. There is big possibility that the course will be approved.

4. Results

So far, various activities have been carried out in both IMNU and TVC, and expected results have been achieved, although the duration of the project does not come to the end. After receiving trainings in IMNU and TVC, the trainees' (both pre-service and in-service teachers) awareness of CRC in classroom teaching is highly enhanced, and they are eager to practice it the now ideas in their work. In communication with the mentor and the former and present change agents, the CRC awareness of the leaders of IMNU and TVC is also increased, and they are willing to support the implantation of our project. They would like to do more to put the concept of child rights projection into practice at the teacher training courses at the universities.

Children in pilot classes become happier because of the changes in classroom teaching and management. They are eager to participate in classroom activities. Parents, when seeing the changes of their children, also show their support to the project.

5. Reflections and Discussion

Although most of the preliminary expectations have been achieved during the past three months, there is still a long way to go to have the project finally succeed. There are always challenges and difficulties. For the time being, the challenges and difficulties we are facing are the following:

a) *Revising teaching syllabus* is a long, repeated and complicated process. First we need to carry out careful researches and surveys. The related situation has to be considered: CRC in China and Inner Mongolia, CRC in IMNU and TVC, the CRC concept among teachers and students in primary and secondary schools, etc. Then we have to apply for approval. Sometimes we have to go different administrating levels before the modification is finally approved.

b) *Compiling teaching materials* or course books is also a long and complicated step. Besides the bilingual course book we are now compiling, we are planning to do more course books so as to meet the needs of different targeted groups. It will undoubtedly take a long time and a lot of efforts: consulting related documents and books, collecting related CRC cases, carrying out surveys on local CRC situation, and do necessary typing and translation work, etc.

c) *Enlarging the scale of training program* is also long and complicated. First, we are able to carry out the training program with our departments. In TVC, only the Teachers Training faculty is involved, and in IMNU, the English department. Pilot classes have to be established and experiments have to be done. Then, we gradually extend the program to other departments or even the whole colleges. For example, in IMNU, the training program has to start on in-service English teachers, which is easier and more convenient; then the under graduates majoring in English education are to be trained; and finally, a public optional course is open to the under graduates of different subjects, even post graduates.

d) Finally, getting both administrative and financial supports from the university and local educational administration is also a big challenge. We are prepared to do repeated persuasions, applications, and discussions.

All the difficulties mentioned above are expectable and we are sure they can be solved one by one through cooperative and continuous efforts. We gained this confidence in the process of participating this program, namely, attending lectures, giving presentations, and reading documents.

6. Way Forward

It is our firm belief that CRC training classes be given to most middle-aged and young in-service teachers in Inner Mongolia Autonomous Region, and all the students majoring in education in IMNU and TVC. We hope the concept of CRC can be spread to most of teachers and application in actual teaching activities. In order to approach this, we are planning to do some medications to the relevant teaching syllabuses, compiling teaching materials and course books, and carry out training programs.

6.1 Compiling more suitable course books

We are going to finish writing and publish the bilingual book "Child Rights Protection and Foreign Language Teaching" under the leadership of Professor Wu Haiyan, and make it a text book in various teachers' training programs, so as to spread the concept of child rights protection in a more extensive context.

Also we need to compile other CRC course books in Chinese, English and even in Mongolian to satisfy different needs. As the trainees in both IMNU and TVC are of different levels (there are also Mongolian trainees), the course books are expected to be different. *First*, the langue used in the textbook should be different. For pre-service and in-service teachers of English education, the course book is to be written in English; for those of other subjects education, the course book is supposed to be bilingual. Maybe we also need to compile textbook of Mongolian language for the trainees of Mongolia nationality. *Then*, we need to consider the difficulty and complexity of the contents. It is appropriate to have trainees of different levels to get access to text books of different levels.

6.2 Adding CRC courses in more teacher training programs

In TVC, we have put CRC courses in the teaching syllabus and have more trial classes. In IMNU, we have made "Child Rights Protection and Foreign Language Teaching" taught in in-service teacher training programs. And now we are untiringly making CRC courses a formal selective course for undergraduate pre-service English teachers, and

trying to explore the possibility of adding it into teaching syllabus for graduate students and Mongolian students.

6.3. Strengthening communication with both experts and other change agents

We firmly believe that communication with experts in Lund University and contacts with change agents both home and abroad inspire us on implantation of our dreams and enable us more chances for cooperation.

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Colombia

Integrating Participation, Leadership and Critical Thinking in the School through Students' Council and Teachers' Empowerment

María Fernanda Téllez Téllez, Javier Alexis Junca and Carlos Orlando Ramírez)

Frame of Reference

Porfirio Barba Jacob is the name of a public school located in the locality of Bosa, in the capital city of Bogotá, Colombia. Since 1994 by law, all schools must have a project that guides their daily activities. The project includes the development of a behaviour manual based on some laws that the school community must follow. These laws are present in the Code of Childhood and Adolescence that aims at " […] guarantee that children and adolescents should have the possibility to grow up within a family and a community surrounded by happiness, love and comprehension" (Ley 1098, 2006, art. 1, p.1), and in the preamble of the Convention of the Right of the Child (CRC). Since there is a need at the school to adjust the behaviour manual, our Batch decided to focus on this issue as one of the project´s aim.

Bearing in mind the above, there are some questions that we would like to solve at the school level:

- Which pedagogical model is the most appropriate to work at school?
- How can we build a behaviour manual that takes into account the human rights and the laws related to childhood and adolescence?

Furthermore, and as a way to complement the development of the behaviour manual mentioned above, our team decided to focus on Teacher Development. Some workshops were offered to English teachers who work at Porfirio Barba Jacob School and also

to teachers from other twenty-nine public schools in Bosa. These workshops had the intention of raising awareness about CRC, participation, leadership and critical thinking. These workshops took into account English teachers' practices as well as students' learning and understanding of the principles of the convention on the rights of the child.

Theoretical Foundations

Critical Pedagogy is an umbrella term that encompasses critical thinking and participation; concerns that we deem essential to develop in our project and that we describe briefly below.

Critical pedagogy. Our view of critical thinking, leadership and participation is permeated by Critical Pedagogy on libertarian education. Freire and Shor (1987), assert that this education provides a setting that encourages teachers and students to become critical mediators involved in constant learning and action. Therefore, we consider that reflection should be present in teachers' practices and students' learning processes to enhance teachers and students to make assertive decisions and find solutions to problematic issues. That in turns allows them to assume leadership so that they can participate in the context they are living in.

Our CRC project includes participation as one of the main constructs to be implemented at Porfirio Barba Jacob School and other schools in the locality of Bosa. In order to achieve that goal, we emphasized on the importance of listening to students and teachers' views. Their inclusion will eventually transform teachers and students' settings. This process encourages critical dialogue. In sum, taking into account Freire and Shor´s (1987) ideas, the promotion of these dialogic exchanges will lead to social transformation.

Critical thinking. As we mentioned before, to start working on our project, we decided to use critical thinking as one of the main axis. Due to its importance in the development of critical thinkers, Facione (2007) mentions that there are some critical abilities that people need to develop such as interpretation, analysis, evaluation, explanation, inference, and self-regulation. Therefore, at school students and teachers need to acquire these abilities to think critically about their individual and social life. In addition, it is worth mentioning that critical thinking, according to Paul and Elder (2008), "[…] is the disciplined art of ensuring that you use the best thinking you are capable of in any set of circumstances" (p.7).

At the end of the process we want to have strong critical thinkers at school. This means that teachers and students will be able to analyse and reflect on their skills to try to change their reality.

Participation. Participation is part of the three P's-provision and protection- proposed by the Convention of the Right of the Child (CRC) and it means the right a child has to act and the possibility this child has to be involved in decision making. Taking into account this definition, we designed some workshops for the English and Social Science teachers and the Students' Council where we presented an overview of the different articles proposed by CRC. We mainly focused on articles 12 (right of expressing opinion), 29 (develop competences of children), 14 (right of thought, conscious and religion) and 17 (access to information and role of media). Subsequently, the students and teachers had to use of their argumentative competence since they expressed their opinions and points of views. In this regards, they need to be trained on how to express their ideas and provide solid arguments to persuade or convince an audience, being more critical and adopting a participatory position and assuming leadership.

According to UNICEF, "Participation promotes the empowerment and capacity of children to be involved in the decisions and actions that affect them" (p.15). Bearing in mind this definition, it is important to foster students' participation at school. It is essential that students understand and become aware of their abilities to become change agents.

Purpose (Aim)

Due to our common goal toward visibility and implementation of children's rights in Colombia, we have decided to share our academic, professional and personal strengths conjointly. It is worth mentioning that although we have two target areas to impact, we have one common purpose. Our project intends to raise Social Science and English teachers as well as the Students Council's awareness on CRC through the implementation of workshops and seminars based on the issues of participation, leadership and critical thinking.

Based on the purpose of our project, we stated the following objective:

- To raise Social Science and English teachers and Students Council's awareness on CRC through the implementation of workshops and seminars based on some features of participation, leadership and critical thinking at school level.

Teacher Development

In order to meet the purpose mentioned above in the short term (the expected outcomes), we decided to sensitize, practice, socialize, monitor the process and develop joint work on the 3 P's, CRC' s principles, through some critical thinking, leadership

and participation activities. Therefore, the indicators to the short and long term that display these actions will be gathered through instruments such as surveys, observation measures and samples.

We carried out workshops every Friday from 11:00 a.m. to 1:00 p.m. at the CADEL (the institution that represents the Ministry of Education at the local level), and thir-

teen English teachers from the thirty schools of the locality attended. It is worth mentioning that only 4 English teachers ended their training process on March 9th, 2012. This was due to the difficulties teachers' faced when they were changed of shift (e.g. a teacher from the morning shift was changed to the afternoon shift). At the end of the workshops, the four teachers were invited to participate in the seminar on Child Rights organized by Professor Astrid Núñez Pardo, from Batch 13. Only two of the teachers presented the materials on CRC they had designed during the teacher development process.

Methodology/Activities at the School Level

School level. In order to start with the initial steps of our project, we agreed to develop the following actions at school: The presentation of the project on July 22nd andthe first workshop on Critical Thinking on September 22nd. The day of the presentation, we collected information about the teachers' perceptions in regards to the main concepts we had planned to emphasize on. The workshop on Critical Thinking included the teachers' reflections about the

concept and what does it entail. In addition, there was a brief presentation about the theoretical bases of the concept. After that, the teachers had the opportunity to develop a workshop and discuss about the topic. Besides, they provided examples of their teaching practices and the reasons why the topic is important in their classes. In regards to the rest of the workshops, we could only hold them when teachers from both shifts had their pedagogical meetings.

In order to start implementing the project, we had to identify teachers' perceptions about the pedagogical approaches. The following survey was implemented using a scale from 1 to 5, where 5 represents *totally agree* and 1 *totally disagree*.

Decide which of the following items fits best with your experience or opinion.

ITEM	1	2	3	4	5
The pedagogical model (meaningful learning) is appropriate for our school.					
The pedagogical model should be changed.					
The pedagogical model today is a traditional one.					
The pedagogical model that we need at school is behaviourism.					
The pedagogical model that the school needs is developmental.					
The pedagogical model that the school needs is Socialist.					
Which one? _____					

Observation:

When we select a pedagogical model or when we decide to change it, the result must be an academic discussion that involves teachers and administrators reflections about the needs and interests of our students and the context in which they live.

The results of the poll made with the teachers were the following:

Figure No1 First question
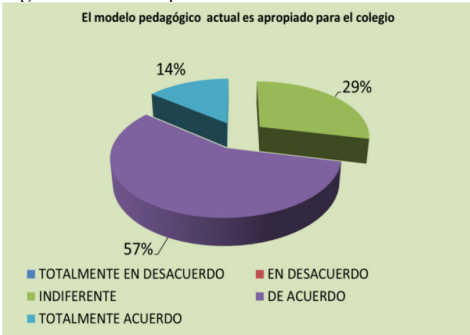
Figure N°2 Second Question
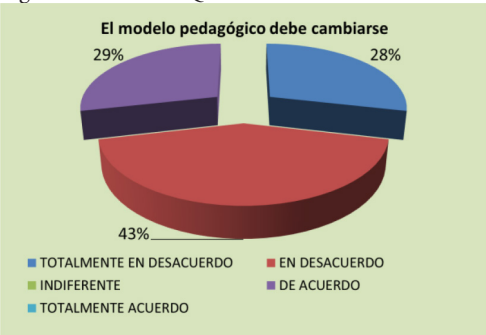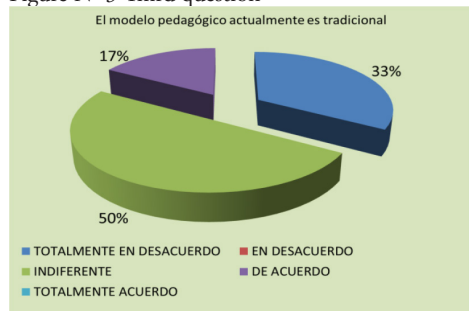
Figure N° 3 Third question

El modelo pedagógico actualmente es tradicional

- TOTALMENTE EN DESACUERDO
- EN DESACUERDO
- INDIFERENTE
- DE ACUERDO
- TOTALMENTE ACUERDO

Figure N° 4 Fourth question

El modelo pedagógico que se necesita es conductista

- TOTALMENTE EN DESACUERDO
- EN DESACUERDO
- INDIFERENTE
- DE ACUERDO
- TOTALMENTE ACUERDO
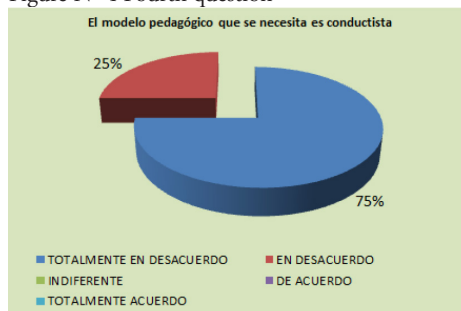
Figure N° 5 Fifth question

El modelo pedagógico que se necesita es Desarrollista

- TOTALMENTE EN DESACUERDO
- EN DESACUERDO
- INDIFERENTE
- DE ACUERDO
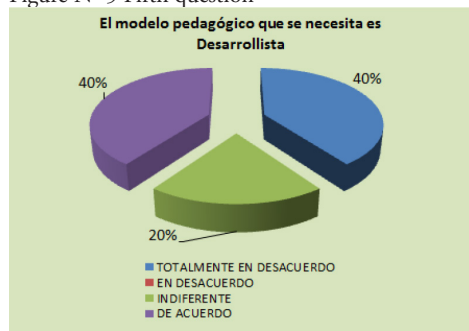
Figure N° 6 Sixth question

El modelo pedagógico que se necesita es Socialista

- TOTALMENTE EN DESACUERDO
- EN DESACUERDO
- INDIFERENTE
- DE ACUERDO
- TOTALMENTE ACUERDO

The information derived from the previous graphs shows:

57% of the teachers believe that the model that is being implemented at the moment is appropriate for the school, but only 14% of the teachers strongly agreed with it. It is important to highlight that 29% of the polled teachers were indifferent towards this model, maybe because they do not take into account the model to plan and develop their classes. (See figure N° 1)

Less than 50% of the teachers believe that the meaningful teaching model should not be changed (43%). 29% of the teachers agreed that the model that the school has must be changed. 28% of the teachers believe that the pedagogical model should not be changed; they disagreed with this question (See figure N°2).

17% of the teachers consider that the pedagogical model of the school is a traditional one but 33% of them consider it is not, and 50% of the teachers are indifferent towards this question.

There is a belief that most of the educational ideas come from Behaviourism and even more that those ideas work in the classrooms. This question shows us that Behaviourism should be the model (See figure N° 4).

Regarding the Developmental model, 40% of teachers consider that this model should not be used but 40% of them consider that this model should be implemented. 20% of the teachers were indifferent about this question (See figure N° 5).

The last question focuses on the idea of a new pedagogical model: the Socialist model. 75% of the teachers answered that they disagreed with this model and 25% of the teachers totally disagreed with this idea.

What can be said about these questions and these answers is that we do not share the same insights about pedagogical models. In addition, teachers believe that the traditional pedagogical model is not adequate to be implemented at school.

Gantt diagram for the activities

Activities	Ja	Fe	Ma	Ap	Ma	Ju	Ju	Ag	Se	Oc	No	De
Poll to teachers									2011	2011		
Analysis of their answers										2011		
Reading about Critical Pedagogy										2011		
Poll to students											2011	
Poll to parents											2011	
Analysis of these polls												2011
Presentation of these results to the community(Institutional week)												2011
Workshop about CRC						2011						
Workshop about Critical Thinking										2011		
Discussion about the new model (Critical Pedagogy)												2011
Writing and adopting the new model	2012	2012	2012									
Writing the new behaviour manual	2012	2012									2011	2011

The behaviour manual. The Colombian Law (Law 115 1994, articles 73 and 87) states that each school must have a behaviour manual (discipline rules) that must make part of the institutional project. According to Law 115, this manual must contain rules of hygiene, respect, resolution of problems, the school uniform, rules to elect the school government members and a definition of students' rights and duties as well as the relationship among the members of the community.
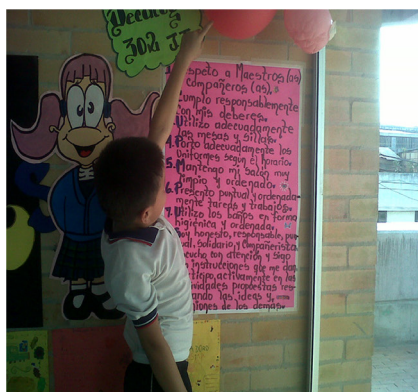
The main purpose of our project is to define the basic rights of the students at school and based on those rights, the duties and the pedagogical-corrective measures can be also established.

Evaluating the pedagogical model (Meaningful learning). According to the Colombian Law of Education 115, issued in 1994, there must be a project in each school that describes which is the main objective of the school, or what is the main task teachers, parents and administrators should carry out to achieve the objectives set for having an effective students' learning.

Five years ago, the Porfirio Barba Jacob School decided to implement a pedagogical model called *meaningful learning* that seeks to identify the standards of the students in each discipline. With this model, teachers considered that teaching and learning would be more meaningful, but up to now, what the school has in practice is a traditional model.

After being trained in Sweden and taking into consideration all the topics that we studied in Lund, one of the goals we decided to focus on was to change the model that we currently have.

As soon as the problem was identified at the school, firstly, we decided to implement a survey about some pedagogical models in order to analyze which one would be the best choice for the school´s objectives that could be included in the mission and the vision of the institution. The main purpose of the school´s project is "*The school as one space of participation that helps children understand their rights and improve their social reality.*" It is worth mentioning that the academic teachers' council worked on the elaboration of the school's mission which was created five years ago.

Methodology/Activities for Teacher Development

Batch 14 decided to work on two objectives that were developed simultaneously and that complement each other. One is related to the actions carried out at Porfirio Barba Jacob School (at the school level), and the second one has to do with the workshops developed with the English teachers in Bosa (at the local level).

Javier Alexis Junca fixed an appointment with William Fuentes, director of the CADEL in Bosa, so that all the principals would know about the project. As a result, Batch 14 presented its project to the principals on August 2, 2011. The director of the CADEL requested the principals to allow their English teachers to attend the workshops. However, the first day assigned to do the presentation of the project, only three English teachers showed up.

Based on this, we decided to talk again with the director of the CADEL and gave him a written proposal of the project including the chronogram and the whole description of the activities to be developed. Consequently, all the workshops were pro-

grammed from August, 2011 to March, 2012 to be held at the CADEL in Bosa and we finally started the Teacher Development sessions on August, 22 (Appendix 1).

In the first workshop, we socialized the project with the English teachers including a general description, the chronogram of the workshops and the topics that were going to be tackled. We gave them this information on photocopies in a folder. We started with *the concept of participation* explaining the ladder of participation and positive discipline. Furthermore, teachers answered a survey (Appendix 2) to collect their perceptions about the concepts we wanted to highlight.

For the second workshop, we continued reinforcing *participation a*nd the development of *positive discipline*. We reflected upon and discussed with the teachers the children rights and gave them copies of these rights to be taken into account in their teaching practices.

The third and fourth workshops included the presentation of the concept of *critical thinking*. The former was conducted through a brief presentation of the theoretical bases and a workshop was developed which included teachers' participation. The latter, reinforced the concept by asking the teachers to develop some didactic activities to foster critical thinking and its importance among students.

The fifth workshop included teachers' participation by holding a debate to conclude with the concept of *critical thinking* and its relevance in the school context. In order to start the debate, there were previous activities with information related to the topic of discussion to activate prior knowledge and to motivate them to speak. Finally, the debate was accomplished and some reflections were shared on how teachers can foster critical thinking in their classroom settings.

In sum, all the workshops planned were developed according to our agenda. Moreover, we have collected teachers' information about their schools and their e-mails. Likewise, we created an electronic address to establish direct contact with them as follows: crcinbosapublicschools@gmail.com and recently, we have asked them to complete another survey to obtain further information about their schools and how they are implementing CRC (Appendix 3).

Results

School level. The school has been able to motivate students and teachers to reflect upon the importance of evaluating the pedagogical model that is currently being implemented at school.

Outcomes at the school level. We expect to continue developing the activities with teachers and the Students' Council to carry out workshops at Kimy Pernía Domicó School. Besides, we believe we will probably achieve all the commitments we acquired and proposed to be done in the project. However, this is a joined work that little by little will involve more and more people and this fact may have unexpected changes.

- To modify the essential information of the current pedagogical model into a new one that considers the school as a space of participation that helps children understand and improve their social reality.
- To raise awareness about the necessity of changing the pedagogical model of the school in order to have an institution that fosters equality and opportunities to think critically.
- To allow students' voice to be present in the classrooms to generate participatory spaces. According to Freire's (n.d.) words (as cited in Canestrari and Marlowe, 2004), the classroom must be considered as a place where new knowledge is constructed and where students and teachers' experiences evolve through meaningful dialogue.
- To discuss and adapt the concept of positive discipline as one strategy to involve parents in the construction of the students' life project.
- To raise awareness and foster participation among teachers and students at school on CRC's principles through the implementation of workshops.
- To design an English booklet with teachers' participation applying the CRC's principles.
- To modify the behaviour manual for the school, taking into account the CRC's principles.

Teacher Development at the Local Level

Outcomes. Additionally to the workshops developed with the 4 teachers that were described above, we have also been able to achieve some additional actions that will be explained below.

We had one meeting with the director of the CADEL in the locality of Barrios Unidos when our mentor, Ulf Leo, came to visit us on March 3[rd,] 2012. We presented the project to the director of the CADEL opening up a space to work with the teachers of this new locality. We fixed another appointment in April of the same year, to work with the teachers. However, due to the change of directors, in all of the localities in Bogotá, we could not carry it out.

Similarly, we fixed a new appointment with the new local director at Bosa locality. We socialized the project and inform him about the work we have been doing with the English teachers. He suggested developing an online course to work with the teachers instead of working with them *in situ*. We have not decided yet to create the web page to develop the workshops. However, we consider it is a valuable piece of advice that we shall take into consideration.

Another very important outcome we want to highlight is the fact that the coordinator of the emphasis on English Didactics for the Master's Programme in Education at the School of Education – Externado University, Professor Astrid Núñez Pardo, mem-

ber of Batch 13, and María Fernanda Téllez Téllez, member of Batch 14, have included CRC methodologies as a research concern to be looked into by the in-service teachers at the Master's programme. This initiative has been greatly supported by the dean of the School of Education.

Discussion and Reflection

We would like to continue working with teachers and students and motivate them to be involved with the project. Up to now, we believe we are achieving what we have planned which was to see outcomes at short, medium and long run. With the support of the community and the stakeholders, we have been able to awaken students' and teachers' interest towards the school project and child rights, despite the fact, that it is sometimes difficult to meet the goals set due to the dynamics of the institutions.

Sometimes, we expect to have immediate results. It is essential to be patient and tolerant with the obstacles that are found along the process. The main challenges are to change the pedagogical model of the school and to spread CRC`s principles in the locality of Bosa through the teacher development program.

Working as a team is a matter of constant learning. The emotional, academic, and commitment from our partners is essential to accomplish the goals we set as a team. In addition, it involves the presence and coping with the strengths and weaknesses that are part of the coexistence of human beings. This implies facing rewarding and difficult situations when working together. However, most importantly is the final aim we have in mind, the children.

María Fernanda Téllez Téllez considers that the project has been a satisfactory learning experience that will lead teachers to develop awareness on CRC and this in turn will potentially permeate the children in Bosa. The commitment in a team is decisive to achieve goals jointly. She has learned many things related to the logistic and general organization of the workshops and teachers' behaviour in public schools. Besides, she considers that the achievement of the project is a matter of constant effort, involvement, learning and self-assessment in which obstacles are faced and overcome. Finally, she points out that the learning process and experience gained so far will favour the further implementation of the project in other schools in Bosa and Barrios Unidos.

Javier Alexis Junca Vargas believes that this is a great opportunity to share experiences and knowledge with teachers who work in Bosa. It is also worth mentioning that these workshops and reflections are at the core of the project. Carlos Orlando Ramirez thinks that this project is an incredible opportunity to change the school`s dynamics taking into account the participation of the whole community. Building new ways of interaction and communication are key aspects to promote and to evidence child rights at school.

Way Forward

After having finished these phases, we would like to continue the implementation of the project at Kimy Pernía Domicó and Barrios Unidos locality. María Fernanda Téllez Téllez and Javier Alexis Junca have been invited to participate in the new seminar that Professor Astrid Nuñez Pardo is organizing which will be held in March 2013. In that seminar Batch 14 will launch the CRC booklet developed by the teachers who participated in the teacher development seminar in Bosa.

Sustainability of the Project

We will need the help and support from the directors of the CADELS to continue developing our project. Besides, we would like to have the possibility to visit and develop our workshops in different schools such as Kimy Pernía Domicó and in Barrios Unidos locality as other steps to be followed.

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Appendix 1

<p style="text-align:center">Chronogram of Activities</p>

The workshops will be held from Friday August 26th, 2011 until Friday March 2nd, 2012. The total number of hours will be 24 and the sessions will be held from 11:00 to 1:00 p.m. The following table includes the chronogram of activities that we plan to develop.

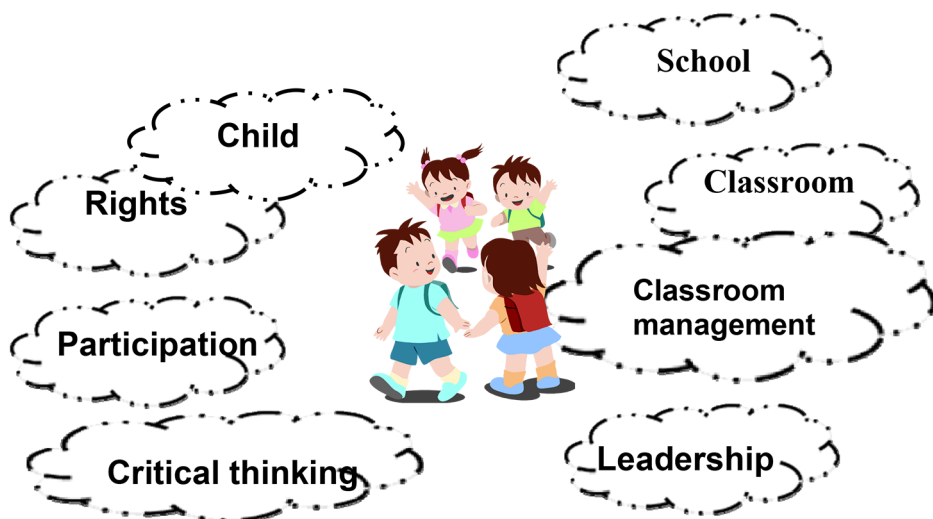| Date	Hour	Workshop
August 26 th	11-1	Socialization of the project Brief explanation of the activities Presentation about Participation and CRC
September 2nd	11-1	Workshop about participation and CRC
September 9th	11-1	Workshop about critical thinking
September 16th	11-1	Workshop about critical thinking
September 23rd	11-1	Workshop about leadership
September 30th	11-1	Workshop about materials development
October 7th	11-1	Workshop about materials development including CRC
February 3rd	11-1	Workshop about materials development including CRC
February 10th	11-1	Socialization of teachers' materials
February 17th	11-1	Feedback and implementation
February 24th	11-1	Booklet draft Suggestions and agreements
Marzo 2	11-1	Socialization and presentation of materials

Appendix 2

Bosa's District Schools

Name: _____ **School´s name:** _____
Shift: _____

1. **Provide a definition for the following concepts.**

Child

School

Rights

Classroom

Participation

Classroom management

Critical thinking

Leadership

2. **Explain briefly how you integrate these concepts in your daily practice at school.**

Appendix 3

**CHILD RIGHTS, CLASSROOM AND SCHOOL MANAGEMENT ADVANCED
INTERNATIONAL TRAINING PROGRAMME, 2011- LUND UNIVERSITY AND SIDA.
SWEDEN-BATCH 14**

**CRC: Integrating Participation, Leadership and Critical Thinking in the Schools through Students'
councils and Teachers' empowerment**

Javier Alexis Junca and María Fernanda Téllez Téllez

Survey

Dear colleagues,

Please take a few minutes to provide some information about the Convention of the Rights of the Child.
By doing this you will enable us to identify areas for improvement. Feel free to answer it in English or in
Spanish.
Many thanks for your consideration.

1. Name of the school you are working in

   _____

2. What is your current age? (select one)

   Less than 18   ____
   18 o 29   ____
   30 o 39   ____
   40 o 49   ____
   50 or older   ____

3. What is your gender?
   Male   ____
   Female   ____

4. Complete the information below in relation to your educational background.
Undergraduate studies   ☐   title _____

Specialization   ☐   title _____

Masters   ☐   title _____

Other   studies   ☐   title _____

5. In regards to the Convention of the Rights of the Child (CRC),

-I know very little about it   __
-I have some knowledge about it   __

-I know a lot about the topic   __

6. In relation to the Rights of the Child in the Colombian Context

-I know very little about it   __
-I have some knowledge about it   __
-I know a lot about the topic   __

7. Regarding the Methodological Approaches to Create a Child Rights Culture in the Classroom,

-I know some, but I have not implemented them __
-I have implemented several approaches   __
-I would like to learn about them   __

8. Does your Educational institution or its *Proyecto Educativo Institucional* (PEI), include the principles of the Convention of the Rights of the Child across the curriculum?

-Yes ___
-No   ___
-I do not know __

9. If the answer to question four is affirmative, who is responsible for the implementation of the CRC principles across the curriculum?

_____

10. What does the possibility of attending this workshop mean to you?

-A possibility to explore other methodological possibilities   __
-An opportunity to learn about CRC   __
-An alternative to implement some pedagogical strategies in my teaching setting   __
-An option to carry out research studies/projects   __

Other possibilities _____

11. What made you decide to attend as participant of this Workshop?

_____

_____

Thank you for making the time to answer this survey.

Egypt

Promoting child participation in school environment

Ghada Attia, Enas El Shiekh and Usama Abou El Enien

1. Frame of Reference

Human right is one of the main issues currently raised on the political area with a top priority on both local and global agenda. On the local level, Egypt has keenly sought to participate in all international effort on issues pertaining to human rights.

Egypt was also among the first countries to sign the United Nations child right convention 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 some Egyptian children are victims deprived of their rights to education, health and social care, and especially the right to family care.

The political situation in the Middle East has created instability over the decade, a situation which 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 Right Convention has to be disseminated among parents, teachers, school admin, other authorities and stakeholders who work relating to child. There is a close relationship between education and democracy as education is crucial to the development of a democratic society, democratic culture and respect for human rights. Students' participation increase child2 rights at the school level and democracy at the national level.

Student participation "Article 12" 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, particularly our students. 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.

After the revolution, some youth misunderstood the meaning of freedom. Unwanted practices appeared in the society which was closed and vacuumed for a very long time. This always happen after years of suppression and salvation. If we, as adults, believe that we can change, we will. As a result we will be able to change our attitudes, concepts and beliefs; we will educate our kids in a way that guarantee freedom of expression. When we raise them on these principals, they will enjoy a better future where they will have space to build their society on principals of democracy and freedom.

Participation

In both well-established and newly-formed democracies, there is a need for children to experience the implications of democratic decision-making. In those countries facing internal conflict and tensions that threaten democracy, such experience takes on an even greater significance. Children need opportunities to learn what their rights and duties are, how their freedom is limited by the rights and freedoms of others and how their actions can affect the rights of others. They need opportunities to participate in democratic decision-making processes within school and within local communities, and learn to abide by subsequent decisions. Only by experiencing respect for their own views and discovering the importance of their respect for the views of others, will they acquire the capacity and willingness to listen to others and so begin to understand the processes and value of democracy. It is through learning to question, to express views and having their opinions taken seriously, that children will acquire the skills and competence to develop their thinking and to exercise judgment in the myriad of issues that will confront them as they approach adulthood. Unfortunately, when democracy is taught in schools, it is often undertaken through simulation activities – for example, copying formal elections, running UN exercises – with no reference to the day-to-day arbitrary exercise of power in the school. What is needed is the development of participatory processes in all institutional settings with children to promote their understanding that these settings are what democracy is actually about – that democracy means more than the election of a national government.

There is considerable evidence that young people are increasingly disaffected from the formal political process in many European countries as well as North America, where patterns of both voter registration and actual voting among young people are low. Promoting involvement of young people is a means whereby they can acquire knowl-

edge and understanding of political processes as well as strengthening their interest in and commitment to democracy. And there is evidence that children do want a greater say in their lives. Cynicism and lack of active engagement in existing political structures is not necessarily an indication of lack of interest in political issues.

Many children in many countries in the world feel that their views do not matter, that they cannot influence outcomes and that democracy does not work for them. At a formal level, most children are precluded from the right to vote in elections until they are 18 years old and are thus unable to exercise any role in formal representative democratic institutions. Bosnia Herzegovina, Brazil, Croatia, Cuba, Iran, Nicaragua, Philippines, Serbia, Montenegro and Slovenia are the only countries that have reduced the voting age below 18 years. However, democracy can be understood in much broader terms as participation in civil society. Many groups who have traditionally suffered disadvantage – for example, women and people with disabilities – have increasingly entered into dialogue with politicians at local and national levels to promote and press for greater recognition of their concerns. The instruments of parliamentary democracy have not proved sufficient to reflect their interests. Without access even to the formal democratic processes, children have an even stronger claim for comparable political participation. Exclusion from participation imposes a twofold discrimination on children. It represents a denial of the fundamental right to be listened to and taken seriously in decisions that affect them in legislation, policy, resource allocation, as required by Article 12 of the CRC. As a result of this exclusion, they are denied the right to influence the exercise of other rights.

Arguments often used to challenge participation by children

* Children lack the competence or experience to participate

But children, like adults, have different levels of competence in different parts of their lives. Even small children can tell you what they like or dislike about school and why, can have ideas to make lessons more interesting, can offer help to other children. Provided they are given appropriate support, adequate information and allowed to express themselves in ways that are meaningful to them – pictures, poems, drama, photographs, as well as conventional discussions, interviews and group work – all children can participate in issues that are important to them. Indeed, babies and toddlers can be seen as participating in varying degrees depending upon our orientation to their development. The creation of settings that maximize children's opportunities to explore and initiate activities themselves is one way to fulfill the spirit of the CRC.

* Children must learn to take responsibility before they can be granted rights

One of the most effective ways of encouraging children to accept responsibility is to first respect their rights. If children are given the chance to share their ideas in a group

and to have them taken seriously, then they will learn that others too, have a right to be heard that must also be respected.

Giving children rights to be heard will take away their childhood

Article 12 does not impose an obligation on children to participate. Rather, it provides a right for children to do so. And it is a romanticized view of childhood to imagine that they are not making decisions and taking responsibilities from a very early age. Even small children in much protected environments might be involved in making decisions about friendships, coping with parental divorce and negotiating between parents in conflict, deciding what games to play and negotiating rules.

It will lead to lack of respect for parents

Listening to children is about respecting them and helping them learn to value the importance of respecting others. It is not about teaching them to ignore their parents. Indeed, Article 29 of the Convention clearly states that one of the aims of education is to teach children respect for their parents. Listening is a way of resolving conflict, finding solutions and promoting understanding – these can only be beneficial for family life. Listening to children is a positive symbol of love and respect. It can be difficult for some parents to respect children's rights to participate when they feel that they, themselves have never been respected as subjects of rights. This does not imply the need to retreat from encouraging children to participate but, rather, the need to be sensitive in doing so. Children should not be led to believe that they alone have a right to have a voice; wherever possible, their families should be involved in the process.

Principles of democratic participation

There are a number of fundamental principles that should underpin any activity seeking to promote children's democratic participation.

Children must understand what the project or the process is about, what it is for and their role within it

Bringing children in to promote an adult agenda is at best tokenistic and at worst exploitative. Events that have children carrying banners displaying slogans that they have had no part in formulating or conferences that get children to perform without understanding the full agenda do not comply with the principle of participation. Similarly, if children are not provided with appropriate information, they cannot make informed choices or express reasoned views. Information needs to be provided for children in formats that are accessible and age-appropriate.

* Power relations and decision-making structures must be transparent

It is important that children understand from the beginning what decisions can be made and by whom. If they discover, after a project has started, that they lack the power that they thought they had, they are likely to feel resentful and cynical about the process.

* Children should be involved from the earliest possible stage of any initiative

If they are brought in at the last minute, they have no opportunity to shape or influence either the process or the outcomes. Their presence will have little impact on the project as a whole. Evidence shows that children are likely to have strong and creative ideas about how a project needs to develop if it is to be meaningful and relevant to them. It is not always possible to involve children from the very beginning but the earlier they are involved the more likely it is that the project will allow a genuine engagement and contribution from them.

* All children should be treated with equal respect regardless of their age, situation, ethnicity, abilities or other factors

The participation of all children should be respected as of equal value although children of different ages and abilities will require different levels of support and will contribute in different ways. Furthermore, it is important to ensure that all children for whom an initiative is relevant are enabled to participate and are not excluded as a result of their "invisibility" within local communities – for example, an initiative focusing on improving the local environment should include children with disabilities, girls, younger children, children from ethnic minority communities and so on. There is also a need to avoid an exclusive focus on activities or projects that address the concerns of more visible groups of children. There is, for example, a great deal of work carried out with children living and working on the street, but very little to empower children in institutions.

* Ground rules should be established with all the children at the beginning

All projects involving children need to establish ground rules that are negotiated and agreed between the adults and the children. There may be some boundaries that the adults need to impose because of their responsibilities for a project. However, any such boundaries need to be clear and explicit from the beginning. While ground rules can be renegotiated during the course of the project, this needs to be done democratically with the children involved.

* Participation should be voluntary and children should be allowed to leave at any stage

Children cannot be required to take part in a project if it is to be genuinely participatory. For example, taking children from a school to attend a conference without their

agreement or active involvement is not participation, even if they contribute once there. Furthermore, children should be enabled to leave at any stage.

* Children are entitled to respect for their views and experience

All projects need to be grounded in recognition that children's participation is a fundamental human right. It is not a gift on the part of sympathetic adults and should never be offered or withdrawn as a reward or punishment.

Although we think that article 3 " The best interest of the child" is as important as article 12, we will not focus on it temporarily because of the circumstances Egypt go through nowadays. The Revolution has opened the door that has been closed for 30 years, so the right to express ideas and to be heard is priority. We think that article 12 paves the way to people and will help them well in this transitional stage, then, may be later, we can refer to article 3.After we all learn how to express opinions freely and get convinced that this is our children's main right, by then we will be able to understand the meaning of the best interest of the child.

Target area: Port Said, Egypt.

Target groups:
1. Port Said international Schools. (Kto12 Private school – High social level)
2. Mohamed El Sayed School. (Primary Public school – middle social level)
3. Nahdet Misr School. (Primary Public school – low social level)
4. Faculty of Education in Port Said

Why we selected these schools?
*   As for PIS, Our teachers usually used communicative approaches in their teaching. They try to involve the students in most activities but they will do it even better if they know more about CRC and get convinced that there is still much to be given to those students. PIS teachers, with little effort can help all PIS students to be active participants in the school environment.
*   Mohamed El Sayed School is an experimental school. Teachers know what but do not know the how. They are ready to use interactive methodology with their students, giving them freedom of expression and space to do projects.
*   As for Nahdet Misr School. It is underprivileged school. Students come from poor areas and some of them live in an orphanage House. Change is a dream for them and for their teachers. Teachers need different kind of training and awareness raising of CRC. Once they get convinced, they will directly apply to their methodology with their students.

The Faculty of Education in Port Said is the place where future teachers get their education. On those bases we thought that orienting those teachers about Child Rights will have great impact on their way of teaching and dealing with children.

Stakeholders: Governor of Port Said – Ministry of Education undersecretary in Port Said – Board of Trustees – School principals.

2. Purpose

Enhancing and increasing child participation in school environment.

School Environment
Various school characteristics and practices and the school atmosphere in general were related to academic behaviors, attitudes, and achievement. There were generally high levels of achievement at the school when students are identified with its norms and goals. This identification was most likely to happen if three general conditions were in place: (1) the school environment was pleasant, and the school staff was positively disposed toward students; (2) there were numerous shared activities between staff and students; (3) there were broadly shared student positions of responsibility in the school. All three of these conditions are central aspects of community in school.

1. Methodology/Activities

The following activities took place throughout the 3 stages of the project:

A.   Planning Stage

1.   We had a meeting with the Governor of Port Said, explained the change project's objectives and our plan to implement it .He was very supportive and gave us his approval.

2.   We had a meeting with the Ministry of Education undersecretary in Port Said, explained the change project's objectives and our plan to implement it and he checked more details regarding training material and place, target group and training outcomes. He was very interested and gave us his approval, but he wanted to monitor the implementation of our project after we give him a detailed plan.

3.   We had a meeting with the Board of Trustees, explained the change project's objectives and our plan to implement it, to guarantee their support and cooperation throughout the project implementation process.

4.   We had a preliminary meeting with the other 2 schools principals and their assistants to orient them about the Change project objectives.

5. We had a meeting with Port Said University Council, reporting about Swedish training and the future plan, survey among faculties regarding child rights as part of curricula.

6. We developed a material for the seminars that were held to target groups to raise their awareness about CRC and help them better understand (concepts, articles & implementation in Egypt).Increase their knowledge about some concepts like: Education for all, the friendly school, Education for Democracy and Human Rights .Draw their attention to the importance of promoting Students participation in the school environment.

7. We developed a material for the training workshops that were held to target groups to raise their awareness about CRC and help them better understand Positive Discipline and child participation promotion.

8. We had a meeting with the Dean of the Faculty of Education in Port Said, explained the change project's objectives and our plan to implement it and she checked more details regarding training material and training outcomes. She was very interested and gave us her approval to implement the training with the Faculty of Education in Port Said teachers.

B. Implementation Stage

1. We hold 2 seminars one for Port Said International School teachers, stakeholders and parents and the other one for Mohamed El Sayed and Nahdet Misr schools' teachers and principals as they have different backgrounds.We used power point presentations, flyers and a poster. We measured their awareness and understanding by a pre and post questionnaire. We used brain storming, elicitation and lecturing techniques during the seminars.

2. We created a Facebook group called "Child Rights in Egypt" as a communication channel for all people who are interested in promoting Child Rights in Egypt. We believed it will raise people's awareness towards CRC and give them a chance to reflect on the situation in Egypt and to exchange ideas and views. We invited most of our friends on facebook.

3. We hold training workshops for Port Said International School's teachers.We used power point presentations, brain storming, elicitation and lecturing techniques during the seminars.

4. We hold training workshops for Mohamed El Sayed and Nahdet Misr schools' teachers.We used power point presentations, brain storming, elicitation and lecturing techniques during the seminars.

5. We hold several sessions with the students' councils to increase their awareness about their responsibilities and their rights and we encouraged them to have a real role to make the school a better place.

6. We hold a seminar for the Faculty of Education in Port Said teachers. We used power point presentation, brain storming, elicitation and lecturing techniques during the seminar.

7. Port Said University established a child rights committee to redesign curricula to add this important topic.

C. Evaluation and Reflection Stage

1. We visited classes of the trained Port Said International Schools' teachers to monitor, guide them and stand on their practices.

2. We visited classes of the trained Mohamed El Sayed and Nahdet Misr schools' teachers' to monitor, guide them and stand on their practices.

3. During our Mentor's visit, He paid the 3 schools different visits for observation, evaluation and reflections.

4. During our Mentor's visit, He paid the Faculty of Education in Port Said a visit to meet faculty teachers and the dean and discuss with them the importance of CRC .Our mentor also met Port Said University president and discussed the importance of this issue and how embedding CRC in curricula is an important action and a needed step for the future of New Egypt that we dream of.

5. During our Mentor's visit, we organized a Recognition Ceremony for all teachers participated in our project to motivate and appreciate their efforts.

6. During our Mentor's visit, we participated in Egypt's network meeting for all previous patches to discuss the methods of expanding our network and to help in the spreading of Child Rights in Egypt.

3. Results

What has been achieved in the short-term (output):

• PIS Parents, teachers, admins and local stakeholders and core group of the Faculty of Education in Port Said staff, the other 2 schools teachers and principals have been oriented.

• Higher levels of ownership, increased belonging and motivation, identification with educational goals.

• Adults hear new perspectives about schools; partnership promoted to become norms; greater acceptance of programs and decisions.

What has been achieved in the medium-term (outcome):

• Support and appreciation of the Governor of Port Said and the Ministry of Education Undersecretary in Port Said.

- Parents' satisfaction of the new methodology used with their kids.
- Teachers developed materials that consolidate child autonomy and project based approach in the school environment.
- Increasing the awareness of PIS Parents, teachers, admin and local stakeholders and the other 2 schools' teachers and principals and the teachers of the Faculty of Education in Port Said.
- PIS Parents, teachers, admins and local stakeholders' and the other 2 schools' teachers and principals have good knowledge about CRC.
- PIS Parents, teachers, admins and local stakeholders and the other 2 schools' teachers and principals show better understanding for student participation.
- When we visited the classes, we noticed that the kids talking time increased versus teacher talking time. Kids are given chances to express opinions and implement activities inside and outside the class. For example, in Nahdet Misr school, the teachers and the kids implemented a project that the called" Let's change and help others change". In this project, it is clear that teachers are aware of the CRC and this helped them give space to their kids to express their ideas and reflect on their school environment. The kids lead a campaign among their colleagues to change a lot of thing such as the school toilets, the behavior of some students who are not behaving, some bad habits of their daily routine.
- We monitored the kids' behavior and noticed the change. Their behavior improved, their grades were higher. What is more important is that they look happier and more comfortable in the school. Absence rate dropped as well.
- As for parents, during our talks with them, we noticed the change in their beliefs and attitudes. Can you imagine that some parents used to ask the teachers to hit their child and punish him physically? They stopped this; they are aware now of their kids' rights and know that they should help the school providing better learning conditions to their kids.
- What was surprising is the administration change especially in Nahdet Misr School, the director started to collect the sticks that the teachers have to threat the kids. He prevented any teacher in the school to hold a stick. He also made a survey for the kids to ask them about their dreams and hopes, if they like the school or not and why. The director started to work on these kids dreams. He fixed the toilets and planted some trees in the school. This is the greatest change and its indicators are crystal clear.
- On the personal level, we as change agents changed a lot. Two of us are school administrators; we changed our style of management. We know now how to delegate, how to give more space to teachers, this give them a chance to be leaders and to show more creativity in their class activities. The change is happening at all levels, it started and never ends.

Unexpected Results:

- We decided to take 2 schools every year to train and do the project with them. On long term we will have a pool that is full of change agents and many schools will be aware of CRC.
- Our students in PIS got involved and changed a lot. When we visited this unprivileged school, they decided to start a project in this school. They called it "Healthy nutrition". They targeted primary 6 students in Nahdet Misr School. They brought them breakfast for a whole weak. Every day give the kids a session on a certain topic, for example, healthy food, hygiene, healthy habits, importance of sports..etc.

4. Discussion and Reflection

We believe that we are on the right track and we were able to do everything according to our action plan. We were able to attract people's attention towards child rights in Egypt and managed to make them think if children in Egypt enjoy their rights and know about their rights and to what extent. We had lots of positive and fruitful discussions on how we should take the initiative to change especially after 25th January Revolution. We do believe that the change is not going to be easy, but it is necessary to happen. People were different in their opinion concerning how to change and to what extent we should change, but most of them agreed that we should start with child.

We have to admit we faced some obstacles that we actually considered them challenges that we should overcome. Here are some examples of those challenges:

* To start our project, we had to get many approvals from different authorities, for example: Port Said Governor, Ministry of Education undersecretary in Port Said, the experimental schools directorate, the other 2 schools principals and the Board of Trustees .Some of these people welcomed the idea at once and others needed time to check and approve and they asked for a detailed plan before we start implementation. We also had to get these approvals more than once as the government changed the Governor and the Undersecretary many times during the transitional stage. Things were not stable on the political level and this consequently affected authority and their decisions and their priorities. This was effort and time consuming, but it paid off as we had good relation and support from all authorized people.

*During Seminars people discussed the conflicts that could occur in culture values between the child and their teachers and parents regarding their rights in expressing their feelings and opinions. Conflicts between the parent's beliefs can be expressed in what is right for the minor child, and the minor child's beliefs in what is in his or her best

interest. Parents see that they have fundamental right to assert parental authority over their minor children in order to protect the family unit and control the upbringing of their children. This authority enables the parents to have a dominant role in any decisions that affect the upbringing of minor children. The rationale for recognizing that a minor child's parents have this right is that society has traditionally believed that minor children cannot be trusted to make important decisions on their own behalf.

We discussed the conflict with them and convinced them that listening is a way of resolving conflict, finding solutions and promoting understanding can be beneficial for family life. Listening to children is a positive symbol of love and respect. It can be difficult for some parents to respect children s rights to participate when they feel that they, themselves have never been respected as subjects of rights. One of the more effective ways of encouraging children to accept responsibility is to first respect their rights. If children are given the chance to share their ideas and to have them taken seriously, then they will learn that others too, have a right to be heard that must also be respected. At the end of discussions, people agreed that the majority of child rights don't conflict with culture or religion and we should concentrate more on the positive side of Child Rights.

* Schools on the national level are after the educational objectives achievement regardless other aspects related to students' capacity and personality building. Because our Educational System is test oriented, teachers believe that they should concentrate more on child assessment, educational material preparation, lesson plans and exams, but not free activities or free discussions, the higher levels of thinking not reciting and memorizing information. In the curriculum teachers don't have space on exchanging ideas with the kids. At the end they agreed that materials and methodology should be revisited and children should be given the chance to express themselves, to discuss and analyze, teaching methods should be communicative and they should consider the differences of learning styles of students. After the training, teachers realized that designing activities that enhance child participation and brings an active role of the child in the school environment is as easy as developing the traditional activities..Students' centered activities could be developed easier as children will take their responsibility reacting and implementing. When kids get involved they learn better.

* All previous challenges were expected, but this one was not. At the beginning of the academic year, teachers all over Egypt had been on a strike demanding a raise in their salaries, which affect our progress in training our teachers. We faced difficulties in setting the seminars dates, in motivating teachers to attend, in convincing them that we need to start the change, while they think nothing changed in Egypt; they were very disappointed, because they can't get their rights, so how come they help children get their rights. Many teachers were positive and tried to convince others that they are parents before they are teachers and that our children have nothing to do with the conflict happening these days in Egypt and that if we want our rights as teachers, we should help our kids be better citizens who can get their rights.

* In general the 3 schools' teachers were very enthusiastic about the change project and considered it the hope and the best solution for what is happening in Egypt on the long term. Children as citizens of the future should be raised on understanding the concept of the balancing between rights and responsibilities. However, if their participation is to be meaningful, it is imperative that their engagement is directly linked to their own first-hand experience and is identified by the children themselves as a key area of concern.

5. Way Forward

We are planning to implement the following action plan in future:

- We are planning to train 2 different schools' teachers about CRC and Child Participation every year after getting the approval of the Ministry of Education undersecretary in Port Said. We can encourage the trained teachers from the 3 schools to act as trainers for the teachers of the new 2 schools. They can share with them their experiences and practices to spread the awareness about Child Rights.

- We are planning to train the teachers and students of the Faculty of Education in Port Said about CRC and Child Participation and try to embed it in their curriculum. As they will be the teachers of the future, they should be oriented and trained about Child Rights and techniques of engaging students to be active participants.

- Keep up enhancing the students' council role to promote Child Participation in trained schools. We believe that it can be a great idea to involve students in matters affecting them and to be decision makers. It is sufficient to give children the right to be listened to and to take what they have to say seriously. Give students a chance to implement projects and share in projects implemented on the governorate level.

- Monitor the trained teachers to stand on their practices. We have to pay them regular visits to support, guide and mentor them. We also should provide them with all materials and tools needed to help them in implementing the change projects in their schools. We want to collect the teachers' best practices in one portfolio and make it available for all teachers and specially fresh ones to encourage them sustain and consolidate these practices in their schools.

- Expand the network of change agents whether in Port Said and Cairo to spread the idea and to make our project sustainable. We should hold regular meetings for the purpose of reflection and exchanging experience.

6. List of References

Lund University's presentations.

Child Rights Convention articles.

Roger A. Hart(1992) .*Children's Participation " from tokenism to citizenship".* Unicef

Adam Fletcher (2005). *Meaningful student involvement, Guide to students as partners in school change.* Created for SoundOut.org in partnership with Human Links Foundation.

Gerison Lansdown (2001).*Promoting children's participation in democratic decision-making.* Unicef

Appendix

- Questionnaire used before and after seminar sessions: (prepared in Arabic language)

Questionnaire

- What is the definition of the child?
-
-
-
- What do you know about Child Rights Convention?
-
-
-
- What do you know about Child Rights especially in School?
-
-
-
- What is Corporal Punishment?
-
-
-
- What is your opinion about child participation in school environment?
-
-
-

- Presentation presented to Port Said Governor, Ministry of Education undersecretary in Port Said, Board of trustees, the other 2 school principals and the Dean of the Faculty of Education in Port Said.

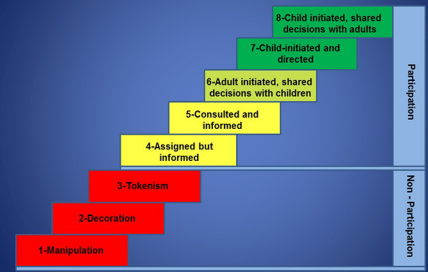Board of Trustees orientation

Faculty of Education orientation

- Materials used in Seminar sessions and training.

- Photos of the Seminars held about change project.

- Photos of the trainings held about change project.
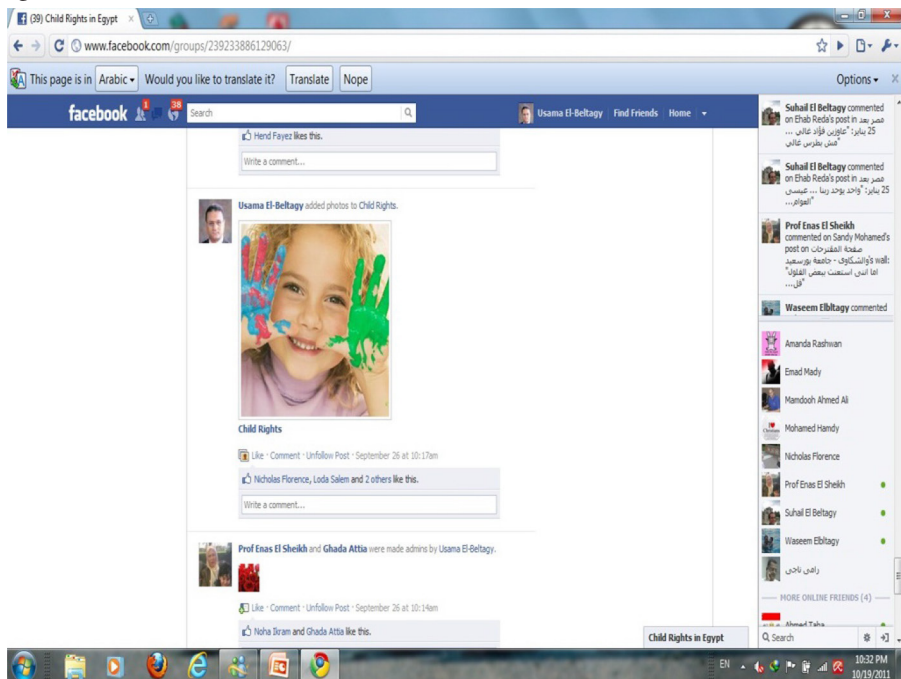

- Meeting with the students' council:

- Students' activities :

- Facebook page as a communication media between all participants to reflect on child rights.

- Mentor's Visit to the 3 schools:

Mohamed El Sayed School visit	Nahdet Misr School:	Mentor with Students council at Port Said International Schools

India

POSCID – Participation Of School Children In Decisions

Baby George, P. D. Francis and K. M. Marykutty

1. Frame of Reference

Kerala has great reputation in Education. It is the most literate State in India. As per 2011 Census, the effective literacy rate was 93.9% (Male 96.0 & Female 92.0%) while it was 90.92% in 2001, 89.81% in 1991. 78.85% in 1981. 69.75% in 1971 and 55.08% in 1961.
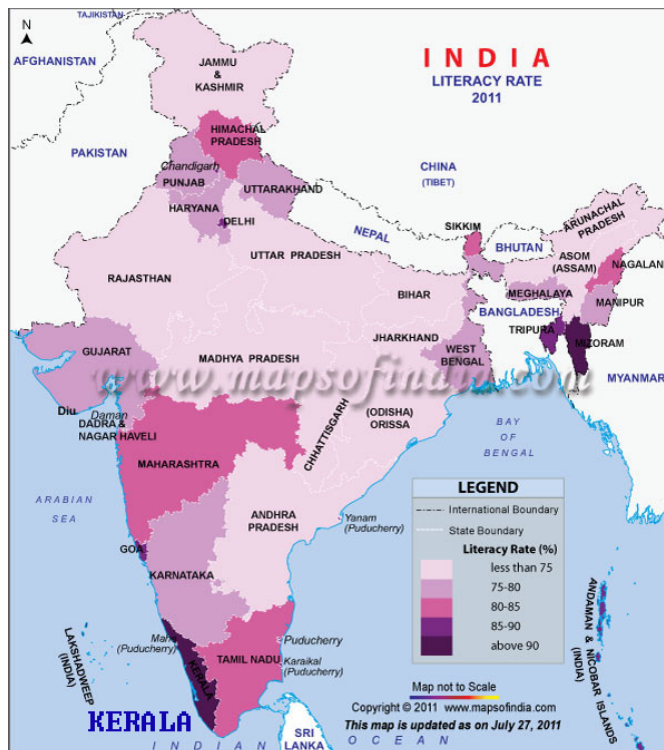
Map showing the Literacy rate in INDIA*

Kerala – Educational Scenario – Genesis**

Modern Education in the former Travancore State (Southern area) began with the Proclamation of 1844 by the Maharaja (KING) of Travancore that those educated in English school would be given preference in Public Service. Government established the Raja's Free School at Thiruvananthapuram as early as 1834 and it was the first school to import English education in the former Travancore State. In the former Cochin State (Central area), the Govt. comes in to the field 'of education in 1818 with the Proclamation, by which there established 33 Vernacular schools. The study of English language was helped by the missionary Rev. Dawson who opened an English school at Mattancherry in 1818. Thereafter, English schools were opened at Thrissur, Thrippunithura and Ernakulam. In 1868, the first batch was presented for the Matriculation examination.

In Malabar (Northern area), the Local Boards Act of 1834 helped the establishment of schools. Later, the Elementary Education Act enabled the establishment of several Elementary schools and grant-in-aid was paid to Private schools by the District Educational Councils. From 1939 onwards, the disbursement of grant-in-aid to private schools was done by the District Educational Officers.

The progressive educational policies of enlightened rulers of the erstwhile states of Travancore and Cochin and the educational activities initiated by the Christian Missionaries and other social organizations yielded remarkable development in the field of education in the State even before Independence.

The Private Secondary School Scheme was introduced in Travancore-Cochin from 1st December 1951 onwards. Payment to the teachers of private schools was made direct from the treasury from that date. Payment to non-teaching staff of private schools was made by management till 31st June 1959.

The Kerala Education Act and Kerala Education Rules come in to force with effect from 1st June 1959. The post of the Director of Public Instruction was included in IAS cadre from the year 1960-61. The Examination Section which was functioned as port of the Directorate of Public Instruction, was separated and Commissionerate of Govt. Examinations (Pareeksha Bhavan) was started with effect from 1st Oct. 1964 under the Directorate of Public Instruction. The Director of Public Instruction has been continuing as the Commissioner for Govt. Examinations since 1964.

During the year 1956-57 there were 10,079 institutions under the Education deportment in the Kerala State. These consisted of 17 Arts and Science colleges in the Cochin and Malabar areas, two training colleges at Thrissur and Kozhikode, one post graduate training college at Thrissur, one Physical education college at Thiruvananthapuram, 762 High school, 1589 Middle schools, 6699 Primary schools, 87 Training schools,

7 Music and Fine arts schools, 5 schools for the physically handicapped, 33 Fisheries schools, 13 Nursery and Kinter Garten schools, 6 Technical schools, 2 Certified schools, 460 Basic schools, 32 Social Education Centers and 363 other special schools. Of these, 2129 were Govt. institutions and the remaining 7950 were under private management.

At present, there are 12271 Schools consisting of 6712 L.P. Schools. 2951 U.P Schools and 2608 High Schools in the State. Of these, 4492 are Government Schools (2551 LP, 957 UP and 984 HS), 7282 are Private aided Schools (4003 LP, 1870 UP and 1409 HS) and 497 are Private Unaided Schools (158 LP.124 UP and 215 HS). In addition to these, there are 102 Teachers Training Institutes, 43 Special Schools for the handicapped children and 8 Anglo Indian High Schools.**

We are far ahead of the other states in India in ensuring Provision *and Protection* to children. Article 12 of CRC ensures Child's right to act and take decisions. Right to Education Act (RTE INDIA-2009)*** and the revised curriculum has been implemented in Kerala. But our tradition and belief about the child is that 'a child is always a child' who is not capable of taking decisions. In this context, we, the participants of the 14th batch from India, decided to ensure **PARTICIPATION** of pupils in decisions.

Baseline

We the team India in the 14th batch are really lucky to be the part of this programme by SIDA. Right To Education Act (RTE Act-2009) is being implemented in India now. We are from the extreme south of India – the state of Kerala (Gods own country). The educational scenario of Kerala is different from other parts of the country. Right to Education Act (RTE), is strongly implemented here. Time bound Curriculum revision based on child friendly approach is taken up here. The contribution of the former change agents, from India, (Kerala) is also helped us a lot in this matter. We have a strong network of change agents under the leadership of Mr. George Joseph, Mr. Mohandas and Mr. Mathew Zachariah. We have periodic meetings and planning.

There are 30 change agents in India so far. 26 out of 30 are from Kerala. Mr. Mathew Zachariah of batch three takes initiative in "making the schools child friendly" and he is the pioneer of the change agents from Kerala. Mr. Mohandas and team of batch 4 focused on "Preserve Child right in the classroom through Participation". "Formation of School, Pupil, Parent, Teacher association (PPTA)" is the main task of Mr. Sivadasan and team of batch 6. Project of Valsala KK and team of batch 8 is "CHILD RIGHT CELL FOR THE CHILD RIGHT BASED SCHOOLS IN THE DISTRICTS OF MALAPPURAM AND KOZHIKODE OF KERALA". Title of the Project of 9th batch led by Mr. George Joseph is: "Ensuring Children's and Parents' Participation in Class and School Activities". Batch 11, Mr. Thankachan, Mr. Gopakumar and Ms. Naseema focused in "EMPOWERING COMMUNITY PARTICIPATION IN SCHOOL

ACTIVITIES". Members of batch 13, Mr. Bhaskaran and team from Kasaragod was also very much encouraged us to take up a project based on participation, because their project is "EMPOWERING STUDENTS FOR PARTICIPATION AND DECISION MAKING IN SCHOOLS IN THE CONTEXT OF KASARAGOD DISTRICT, KERALA, INDIA. "The similarities and its success inspired us to take up a project based on *PARTICIPATION.*

As a part of implementing the RTE, a very elaborate and dynamic parent awareness programme is being taken up by the Government now with the intervention of change agents. Different kinds of child protection groups are formed in all the schools in Kerala like:

Students Protection Group (SPG)
Children's Vigilance Group (CVG)
Student Police Group (SPG)
School Ethics Committee
Girls Help Desk…..etc

Fortunately for us, the implementation of project – **POSCID INDIA** – is in the right time. It was also given an acceleration to implement RTE (Right to Education Act, Indian Parliament 2009) in the following 5 target schools. They are:

1. AMBAYATHODE UPPER PRIMARY SCHOOL (AMBAYATHODE U P S)
2. ST .GEORGE'S UPPER PRIMARY SCHHOL KACHERYKADAVU (S G U P S KACHERYKADAVU)
3. GOVERNMENT. LOWER PRIMARY SCHOOL PERUMPUNNA (G L P S PERUMPUNNA)
4. AIDED LOWER PRIMARY SCHOOL VELIYAMBRA (A L P S VELIYAMBRA)
5. BAFAKY MEMORIAL LOWER PRIMARY SCHOOL VELIYAMBRA (B M L P S VELIYAMBRA)

How and why they are selected

We had a formal meeting with the Assistant Educational Officer Of the province in the beginning. We together discussed the possibilities of the project implementation.

Before selecting the schools we conducted an orientation programme for the head-masters/Principals of Iritty Sub District (Educational province).An invitation also was passed to them for participating in the project. We received 12 applications.

We had formed a selection committee. Chairman of the committee was the Assistant Educational Officer (AEO) and we the change agents were the committee members. Applications were scrutinized. The committee mainly considered the leadership and

aptitude of the Principals/headmasters. Ambayathode u p school was selected because, the principal is Pulayanparambil Devasya Francis (one of the change agents) and S G U P School Kacherykadavu was selected because the principal is Kuttipoovathingal Mathew Marykutty (another change agent). G L P School Perumpunna considered because it was the only Government School applied and Mr. K C Antony is a happy natured and child friendly Principal. Mr. Kuberan Namboodithry, the Principal of A L P S Veliyambra is also very dynamic with scout background and leadership. B M L P School Veliyambra is a Muslim Management School in a village, has a very enthusiastic Parent Teacher Association and a Manager Interested in implementing CRC.

A time bound action plan was prepared. CLASS COUNCIL, SCHOOL CABINET, SCHOOL COUNCIL, *STUDENT PARENT TEACHER ASSOCIATION (SPTA)* had to be formed with in a period of two months (before 2011 Sept. 30th.) As change agents we made frequent visits to the target schools for monitoring the activities.

2. Purpose (aim)

To ensure CRC by providing space for *PARTICIPATION in decision making processes for school children* in five (5) Primary schools, also make them child friendly schools in all respect. The schools are:

Name of the School	Grade from to	No of Students	No of Teachers
1. Ambayathode U P School	5 – 7	160	09
2. S G U P School Kacherykadavu	1 – 7	178	11
3. G l P School Perumpunna	1 – 5	072	05
4. A L P School Veliyambra	1 – 5	228	10
5. B M L P School Veliyambra	1 – 4	170	07

What is to be different?

***Presence of students in decision making bodies**: Participation in decision making can be ensured only through democratic ways of expressing and sharing ideas. Regular meetings should be conducted for this. So we insisted on conducting Class councils, School councils and *Student Parent Teacher Association (SPTA)* meetings in the target schools. It is the main difference. **This system of having the presence of students in decision making bodies of the target schools is the main difference of the project ;POSCID (INDIA)**

What is to be changed?

Attitude of parents, teachers, authorities and the society is to be changed and make them accept the systematic changes.

Parents

Parents had to be changed to listen to their children, to give respect to their opinions and ideas.

Teachers

Teachers were directed to conduct class councils regularly and that was the process through which they could listen to the children's views.

PTA

The structure of the decision making bodies such as Parent Teacher Association also had to be changed in order to allow the students to attend in it, and express their views. (For that the statutory body of PTA amended their rules and got approval from the authorities.)

3. Methodology/Activities

Meeting with the higher authorities for preparing the ground.

We had a meeting with our Assistant Educational Officer (AEO) on 03/06/2012 to get the permission and guidance to implement the project.

We had another meeting with the mangers of the schools to get the permission to conduct the project.
AEO and the managers were very positive and were attracted by the project proposals. They were very helpful throughout the project implementation.

Change agents Experience sharing with the parents, teachers and students of the target schools
We did it in the first week of June 2012 immediately after returning from Sweden.

Headmasters training

Conducted a seminar for Headmasters at Assistant Educational Officer's conference hall on 15/06/2011.Sharing of our Sweden experience and information about POSCID INDIA project was conveyed in the meeting. Discussed the various aspects of child rights and how they are protected in Sweden. 82 Headmasters attended the seminar.

Selection of target schools

Out of the twenty applications received, five schools were selected by the selection committee in a joint sitting with Assistant Educational Officer & Change Agents on 30/06/2011

Work shop for the selected members from the target schools

We conducted a workshop for a couple of days for PTA Presidents, MPTA Presidents, Headmasters, Teachers in charge of the project implementation in schools, Student representatives, BRC Trainers and local self Government members, at Block Resource

Centre Iritty from 26/7/2011 to 27/07/2011. Adv. Sunny Joseph (Member of Legislative Assembly Kerala) inaugurated the workshop. In the workshop the possibility of implementing the project was thoroughly discussed. To make the participants understand the status of children's participation in Kerala schools and society "ladder of participation" tool was used in the training. It was very effective and an eye opener to the participants. Tryouts and demonstrations of Class Council, School Cabinet, School Council and SPTA were done to make them familiarized with the process of conducting them. In the open forum participants exchanged their views for and against implementing child rights in schools and at home. The group was fully convinced and was equipped for implementing the project.

SPTA Formation in target schools

(Class council. School cabinet, School council & SPTA.)

The Change Agents made it a point to monitor the activities in every target schools and gave them support and guidance for implementing the project.

Poscid-India project school board installation

The target schools declared themselves to be Child friendly and installed POSCID INDIA project school boards in a festive atmosphere under the presence of local public change agents and authorities.

A one day training programme on positive discipline for the whole teachers of the target schools in December 2011 in which our Mentor Dr. Per Wickenberg interacted with the teachers. The teachers were inspired by the mentors visit and were seriously focused on positive discipline and student participation.

How did we do it

By conducting the workshop mentioned above and school visits we organized SPTAs in the five target schools, with the co operation of the Headmasters, parents, teachers, managers etc.

When did we do it

According to the time schedule mentioned in the project plan and on the dates mentioned above against each activity, we did it.

Who was doing what?

We the change agents: Organized all the above activities according to the time schedule mentioned in the project plan.

Target school Headmasters: Gave good leadership and enthusiasm in implementing all the activities in their schools. They gave periodic orientation to parents, teachers and students to function the bodies like SPTA well. They were the link between the society, Local Self Government and school.

Parents: They were very positive and supported all the activities of the Project. Participated in the training programmes, encouraged their children and also gave financial support when required.

Students: Actively participated in all the activities of the project. They regularly attended the Class Councils and expressed their views without hesitation. Dynamic change has taken place in their academic performance, including slow learners.

4. Results

Ground preparation for project work.
Formation of student councils in target schools.
Transformation of Parent Teacher Association to Student Parent Teacher Association (SPTA).
Transformation of target schools in to child friendly schools.

Expected results

For the implementation of the project, congenial atmosphere was created through the continuous interaction of the change agents with all the authorities and stake holders. Parents teachers and authorities realized that it is their duty to implement child rights. (see above)

As a part of the project implementation, all the target schools formed Class Councils and School Councils. Conducted Class and School Council meetings, on fixed days. Class teachers observed their Class Council Meetings and the teacher in charge of the project implementation observed the School Council Meetings. The children expressed their ideas in democratic manner.(4.2)

The will and wishes of the children had to be fulfilled. For this the decision making body of the school ie. Parent Teacher Association had to know it. So the need for Student representatives attending PTA arose. Hence PTA's in all the target schools reconstituted with students and renamed as SPTA.

There should be an SPTA meeting in every first Tuesday of the month. The Agenda is decided by the SPTA and announced two weeks before the meeting. Class council discusses the agenda and collects the opinions or ideas of the students of that class. Class representatives document and submit it to the Leader of the Cabinet (Speaker of the school parliament/School Council) in the form of questions or representations. School cabinet (consist of Prime-minister, Ministers and Speaker) discuss them and decide the answers to each questions in consultation with HM if necessary .Next step is School council (Consist of class representatives and School cabinet) meeting. Each representa-

tives could ask their questions and the ministers concerned will answer it. At the end of the meeting speaker consolidates the will and wishes, suggestions and opinions regarding the agenda. Two members from School Council (Speaker and Prime minister) represent the students in SPTA meetings and thus they could express the will and wishes, suggestions and opinions of the students regarding the agenda. And this is how students are becoming the part of decision making.(see above)

Examples of student's request considered and fulfilled by SPTA's in target schools

a)   Improved mid-day meal with the menu prepared by student councils.

b)   Bath rooms for the girl children thatched, plastered and painted.

c)   Ramp and rails constructed for disabled children.

d)   Electrification and light fittings in all class rooms.

e)   Agriculture practice/training. A paddy field is prepared for training in the school courtyard in Ambayathode U P School.

f)   Internet connectivity in all class rooms and in computer lab. IT Enabled education is established at the maximum level. (Ambayathode U P School)

g)   Swimming practice to all students.

h)   Exhibitions of pupil made learning materials etc.

Through the project implementation immense changes have taken place in all the target schools. The society around the school has accepted the school as their own. The indicators of a child friendly school are visible in the target schools. Children are confident and happy. There is a democratic atmosphere everywhere. Teachers and parents are friendly with the children. Children also feel that they are important. In order to imprint the changes in the minds of the students, teachers parents and the society, the SPTA's declared the schools as *CHILD FRIENDLY* in public functions.(see above)

Visible changes observed in target schools

•   Dislike towards corporal punishment.

•   Increased participation and co-operation of parents in meetings and other activities.

•   Taking role in improving the physical facilities like furniture, computers etc..

•   Activity based class rooms established in target schools.

Unexpected results

A). *Two short films* based on 3P:s, was produced under the guidance of change agents. It was done by Anbayathode U P School. Head master and change agent Mr. P D FRANCIS led the programme. First one" Unnikury" is a story of a girl who was forced to quit schooling because of her homely duties. Her father left the home. Her mother was sick. She has to look after her younger sister and brother.

So she takes up the charge of the house. Her classmates misunderstood her absence at school for having lack of uniforms

In the class council meeting, they decided to present her a set of uniform. They collected the money for it. Presented it to her. The local TV reporters highlighted her sorrowful life before the public. NGO's and public came forward to help her. She was again in the school. Meanwhile the film club of the school decided to make a short film. They selected the story of this girl for their screenplay. They casted herself to act the role of the girl, in the film. She was awarded the best actress award in the children's film festival. She became famous.

This film making provided opportunities to the students to Participate in different stages of film making. It was awarded third place with 'A' grade in the Children's film festival 2011. Kerala.

Another short film also was made by the film club. It is based on swimming. Skills of film making has been improved. It is the only primary school with a film club in the province.

B) *Individual Development Plan Preparation (IDP)*

Ambayathode U P school conducted an IDP project in the year 2011-12.All the students came with their parents to school at their specified times. Headmaster, class teacher, learner and his/her parents meet together to plan his/her studies, timetable etc. It was a great success. Even slow learners made advantage of it. Parents and teachers approved the programme and requested to continue the programme. So IDP is conducted during this year also. The first phase of the programme 2012 took 5 days to complete. Second phase is scheduled in September 2012, after the quarterly examination.

C) *Messages to change agents* from students of the target schools on the occasion of festivals and celebrations (Greetings and wishes of the day/occasion).

D) *Experience sharing of change agents* and discussion on Swedish educational system with the educational experts of Kannur District, Kerala.

E) *Project dissemination* through teacher training institutes and colleges:

1. DIET Thalasserry,Kannur, Kerala.

2. St Joseph's T T I Mananthavady , Wayanad, Kerala.

3. Nirmalagiri College Kuthuparanba Kannur,Kerala.

5. Discussions and reflections

We had discussions and reflections through telephone, frequent meetings, and monitoring visits to the target schools and also the valuable advice and monitoring visits by our mentor Dr. Per. Wickenberg on behalf of the proper implementation of our project. We find that we are on the right track.

It can be seen in the project schools through some indicators they are:

1. Class councils formed in all the 5 schools & Monthly meetings are conducted everywhere.

2. School cabinet is also formed in all the schools. Class representatives submit the suggestions of their class to the leader of the cabinet ie. Speaker

3. Student Parent Teacher Associations (SPTAs) are formed in all the 5 target schools. Two student representatives are participating in the SPTA Meetings with the requests and needs of school children.

4. We had decided to install the "Poscid India project school" board in 5 target schools. That is here in every school now.

5. All the project Schools announced that they are child friendly. This declaration is a message to the society that the school welcomes all the children in that locality.

Team learning

Attitudinal change is taking place gradually. But it is possible.

It is slow because, while implementing CRC, the society demanded to sacrifice some privileges that they have. The society was used to negative discipline practices formerly. Now they are used to follow positive discipline. They found it difficult. Slow and steady result oriented practices demand patience and self discipline. Some responses from the parents encourage the change agents.
Some of them are:

Krishnan a parent of Ambayathode U P School told "my child Akash was very shy and afraid to speak. But now he is confidently asking questions".

2. Jose SPTA President of St Georges U P School Kacherikadavu – about mid-day meal "my child eats well the midday meals".

3.Mrs. Sheeba Balan mother of Prema P B Govt L P School Perumpunna –About corporal Punishment "I used to beat my son and daughter before, for making mistakes. But now I understand that this is because of their nature".

Challenges

Orthodox mentality of the society is a task to overcome
The typical Kerala society always considered the "child as a child". It is difficult to convince them that a child is a young, capable person. It will take time.

Massive parental orientation programmes have to be taken up for this. Our interactions and experience sharing with the parent groups, teacher community and other groups of people have to continue. Then only we can sustain the results.

We have a lot of hindrances in implementing the project. The first one is lack of time to organize programmes due to heavy official duties of the change agents. But as headmasters we understand that the implementation of this project is very important. *We are catalyzing change agents, pioneers in this respect walking in front of time and generations in our province.* We are proud of ourselves. We can feel the real change in student's behavior and attitudes.

Success

Indicators of the project schools tell us that we are on the right track. We are working as a team. Support from former change agents influenced the policy making of the government of Kerala.

6. Way forward

We have to *maintain the achievements of the project*, to maintain CRC in and out the target schools. Continuous and comprehensive work by the change agents as well as the society related to the target schools is necessary for it.

They are:

Continue the activities more vigorously in target schools. Follow up seminars and personal support will do it.

Expand the activities towards other welcoming schools in the sub-district. For that, cluster training programmes will be organized and invite the nearby schools to the programme. At least one neighboring school of each POSCID INDIA project schools will be attracted to child friendly nature.

Take up collaborative work with some NGO's like Wise men international, Oisca international etc. Friends and relatives working in these organizations will help us in this matter.

Appendix 1. Project plan

(Child Rights Classroom and School Management) – Change Agents:

1. Baby George Block Programme Officer Iritty (SSA), Kannur Kerala

2. P. D. Francis. Headmaster Ambayathode U P School, Kannur.

3. K. M. Marykutty. Headmistress. St. Georges UP School. Kacherykadavu, Kannur.

PROJECT TITLE: POSCID (India)

(Participation Of School Children In Decisions)

FRAME OF REFRENCE

Kerala has great reputation in Education. We are far ahead of the other states in India in ensuring provision and Protection to children. Article 12 of CRC ensures Child's right to act and take decisions. Right to Education Act (RTE INDIA-2009) and revised curriculum has been implemented in Kerala. But our tradition and belief about the child is that "a child is always a child' who is not capable of taking decisions. In this context, we, the participants of the 14th batch from India, decided to ensure PARTICIPATION of pupils.

We are part of the network of the former change agents in Kerala (20Nos.) in this mission.

Project duration: 2 years

Purpose

To ensure CRC by providing space for PARTICIPATION in decision making processes for school children in Primary schools.

1. OUTCOME (Medium term results)

*Preparing the ground for the Project.

OUTPUT (Short term Results)

Positive approach from the community.

INDICATORS

* Positive talk among the concerned group.

* Positive media coverage.

* Rapport with the higher authorities, presence of higher authorities in project activities, minuets of discussions etc..

ACTIVITIES

1. Experience sharing with pupil staff and parents

2. Meeting with manager, Educational officers,

3. Meeting with Member of Legislative assembly, local self Government

4. Press conference (Media)

Monitoring Tools

Observation, News Coverage, Telephone calls

Duration: 2 Weeks **Responsibility** Change agents

2. OUTCOME (Medium term results)

Student councils established in 4 to 6 schools in IRITTY SUB DST, KANNUR, KERALA, INDIA

OUTPUT (Short term Results)

Formation of student councils

INDICATORS

Presence of student councils in schools

Democratic atmosphere in schools, i.e. election of representatives, discussion with pupils in learning activities, better achievement in learning even by slow learners.

ACTIVITIES

1. Awareness programme for Headmasters and BRC trainers

2. Selection of target groups (4-6 schools) selection criteria –volunteering

3. Meeting of students from target school

4. Formation of Class/School Councils

5. Time bound meeting of school councils.

Monitoring Tools

Written document (school council format)

Interview, evaluation sheets, observation.

Time: 2 months

Responsibility: Change agents (Baby George, P.D Francis, K. M. Marykutty) & trainers

3. OUTCOME (Medium term results)

Transformation of Parent Teacher Association to Student Parent Teacher Association (PTA to SPTA)

OUTPUT (Short term Results)

Formation of SPTA (Student Parents Teacher Association)

INDICATORS

1. Presence of SPTA in schools

2. Satisfaction of pupils in implementing their decisions, school level functions of the pupil by the pupil for the pupil, confident interactions etc.
3. Volunteering of pupils in school activities

ACTIVITIES
1. Combined seminar of Headmasters, Staff secretary/Senior Assistant, PTA/MPTA Presidents, Student council-representatives, Local self government of Target Schools
2. Formation of school parliament and cabinet
3. Election of student representatives to SPTA
4. Declaration of SPTA in target schools
5. Time bound meeting of SPTA

Monitoring tools
Observation, Interview, Questionnaire
Duration: One Year   **Responsibility:** change agents and target schools

4.OUTCOME (Medium term results)
Target school transformed to Child friendly Schools

OUTPUT (Short term Results)
School involving in child friendly activities

INDICATORS

School Level functions of the Pupils by the pupils for the Pupils

Increased involvement in learning activities of pupils including slow learners

Behavioral change in teachers and parents (Listening to children)

Falling Rate of drop outs especially in tribal areas

ACTIVITIES
1. Awareness programme for parents in target schools
2 . House visit (Know the child)
3. Celebrations: Birth day, children's day etc…
4. Supply of Nutritious food
5. Complaint Box
6. Honesty shops
7. Support from health department
8. CFS board installation and declaration

Monitoring tools
Observation, Interviews, Questionnaire
Time: One Year
Responsibility: Change agents and extended hands

Appendix 2. Photographs

Exhibition of improvised learning aids

Skit- based on a lesson

Swimming Practise

References

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Namibia

Walking with awareness and knowledge on child rights: A case study on bullying in an urban Namibian secondary school

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Introduction

This report covers the project, "**Walking with awareness and knowledge on child rights: A case study on bullying in an urban Namibian secondary school"** which is of great significance for team Namibia because bullying, as a form of violence, is prevalent in many Namibian schools.

The importance of this project is emphasised in the United Nations Country Team Namibia discussion report that, *"Schools and hostels also are places where children experience violence and abuse, including from teachers"* (2011: 36).

Furthermore, the prevalence of bullying has been reported in the Namibian daily newspapers. One of the articles had as heading, **'11-year old boy bullied to death at school"** (Informante, 2011). This article led to a live broadcast on the National Broadcasting Corporation TV channel where the panellists were clear that the Ministry of Education should eradicate bullying and that schools should start with anti-bullying campaigns as well as sensitisation programmes.

Also, the rationale for the project is echoed in the words of the **Director of the Khomas Education Region** who expressed himself on bullying when he addressed teachers in February 2011, saying, *"Some learners have become victims of bullying to the extent that they sometimes decide to quit school. It is true that bullying has probably existed for as long as humanity has, but in this decade, bullying in schools has become tremendously violent."* (Namibian: 2011).

It is against this background that Team Namibia aimed at raising greater awareness and increase knowledge of bullying among teachers, learners, hostel staff, parents and the wider community in terms of the Conventions on the Rights of the Child (CRC) in Namibian schools.

In addition, Team Namibia aimed at introducing activities around "bullying" which would sensitize stakeholders to eliminate instances of bullying and create friendly school environments and communities where all learners learn and succeed. We envisaged that the way teachers and learners treat each other, relate and interact will change against the background of the acquired knowledge on the UNCRC.

Although the team focused on a small, manageable target group as described below and with attainable actions, the team can report that positive changes were noticed first among the target group and these changes will eventually have a ripple effect beyond the premises of Okahandja Senior Secondary School which is described below.

Next, bullying will be put in context of the CRC.

1. Frame of Reference/Background

1.1. Country background

Namibia, with a total land area of approximately **824 400 sq kilometres**, is located in south-western Africa, bordering Angola and Zambia to the north, Botswana to the east and South Africa to the south. The country's coastline stretches more than 1 500 kilometres along the South Atlantic Ocean and is defined by the Namib Desert, regarded as the world's oldest desert.

Namibia is one of the least densely populated countries in the world. With a total population of approximately 2.13 million people, on average only about three Namibians occupy each square kilometre of land surface area and roughly two-thirds of the population lives in rural areas.

Namibia achieved **independence on 21 March 1990** following more than a century of colonial rule: initially under Germany from 1884, and then South Africa, from 1915 to independence.

The **education system** covers early childhood development, pre-primary, primary (grades 1-7), secondary (grade 8-12), vocational training, tertiary education and adult learning. Compulsory education lasts 10 years, from 6-16, though many children leave school earlier.

Although nearly 90% of children completed primary education in 2009, **many children drop out** because of a number of reasons and **bullying**, according to the Education Management Information System (EMIS) data, is one of the reasons.

This brings us to a discussion on where exactly Namibia is with regard to child rights and, specifically, bullying. This is the focus of the next section.

1.2. Where is Namibia with regard to bullying?

In the area of child rights and justice for children, **Namibia has 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.

Team Namibia agrees with the definition of Farrington of bullying as, *"The wilful, conscious desire to hurt another person and put him or her under stress…"*. He continues that, *"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending him or herself. The means by which people bully, include both physical and psychological means…such behaviour is repeated during successive encounters…"* (1993).

Furthermore, Ban Ki-Moon, Secretary General of the UN, states that *"…violence against children is extensive and can take many forms, including: Bullying. The Global School-based Health survey found that 20 to 50 percent of school-aged children in developing countries had been verbally or physically bullied.* (59)

When one looks at these definitions that Team Namibia for the project has adopted, one can clearly argue that children (and teachers!) in Namibia experience **bullying as a form of violence, as cited in the introduction.** Through the Convention on the Rights of the Child, Namibia has also committed itself to combating violence, which includes bullying, against children.

This is totally against **Article 19 of the UNCRC** which requires children's protection from UNCRC *"all forms of physical or mental violence"* while in the care of parents or others, therefore teachers as well. Thus, Article 19 asserts children's equal human right

to full respect for their dignity and physical and personal integrity. Through bullying, some children's physical and personal integrity are harmed. Read this section in conjunction with section 2.3 below, on the three Ps.

In addition to the above practical examples, Namibia has since 1990 adopted a plethora of **Acts, Laws, policies and directives** issued on bullying and the protection of child rights. These are:

- Article 8 of the **Constitution of the Republic of Namibia** states that, *"The dignity of all persons shall be inviolable. No person shall be subject to torture or cruel, inhuman or degrading treatment..."* (2010: 7).

- **The Education Act 16 of 2001 and more specifically the Code of Conduct** for teachers and learners illuminate that teachers should *"establish a safe and disciplined school environment...undertake to avoid violence...must respect the dignity and constitutional rights of every learner...may not abuse a learner..."*; *Learners, on the other hand should, "...respect the dignity of learners and teachers..."* (2004: 2-6).

- Some of the aims of the **National Curriculum for Basic Education** (2010) are to create a caring society, positive discipline, and human rights as well as life Skills feature prominently, which should be taught actively.

- Even School Boards are guided that they should "determine all forms of behaviour, and ensure that the code of conduct for teachers and learners are implemented...". Furthermore, in the booklet for **"Stakeholders in Education"**, the responsibilities of the learners and their rights are explained. For example, they must *"have individual protection from verbal abuse...and respect the personal rights of their fellow learners..."*

- **Circular Formal Education 5/2007** as distributed by the Ministry of Education clearly protects learners from forms of initiation practices which lead to bullying. Protection from these is phrased as, *'Any form of initiation is forbidden...Orientation programmes should be educational by nature and should take place under full supervision of the teachers to guard against any form of abuse, teasing and humiliation. The Ministry warns schools that intend to continue with these unlawful practices (initiation and bullying) in schools are a serious matter."*

- What is applaudable in this circular is that the Ministry of Education regards the **protection** of children's rights as important and fully complies with **Article 19 of the UNCRC** which states that, *"State Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence."*

Furthermore, **Article 3 of the UNCRC** is also adhered to, to such an extent that the **circular has been drawn up in the best interest of the child**. Protection of the child's rights from cruel, inhuman treatment is guaranteed under **Article 37 of the UNCRC**.

1.3. The three (3) Ps

This section supports the rationale as explained in the introduction. In the above section we have already highlighted the importance of the UNCRC Articles which exemplify the importance of the provision of quality education **(Article 28)**, protection from forms of violence **(Article 19, bullying included)**, and the participation of learners in combatting or eliminating incidences of abuse **(Article 3)**, as our title of the change project states.

Provision: For this change project we argued that **provision** of quality education in a safe, child-friendly environment for learners' physical, emotional and psychological well-being is of utmost importance. Learners who are bullied will definitely not perform to the best of their ability and fear for the bully will have prominence. Research has shown that bullying leads to drop-out, delayed development and ineffective learning. The team also wanted to advocate for the provision of support systems, the provision of counselling and rules. It was important for the team to stress CRC Article 28: "The child's right to education", namely that the targeted school should "*Take measures to encourage regular attendance at schools and the reduction of drop-out rates*".

Protection: Under the Convention on the Rights of the Child, the State is responsible for the prevention of all forms of violence against children, whether perpetrated by State officials or by parents, other carers, teachers or other children. Hence, we aimed at informing the target group that they should be **protected** from abuse, fear, intimidation, harm, etc. The team was of the opinion that different forms of violence against children (such as bullying, verbal and emotional abuse) are interlinked, and that violence in the family and school contexts reinforce one another. That is why the methods that we used and which we describe below are so important to inform the target group about their rights to protection, not only at school, but beyond the borders of the school fence. The rights of the child are violated for them to be in a safe, child-friendly environment, free from violence (physical, emotional, psychological).

Participation: It is the right of children to **participate** in a free, relaxed, child-friendly school where learners express their thoughts, fears, etc. Furthermore, the project aimed at allowing the target group to participate in school activities, establishment of school rules, expression of their views on bullying and participation in an anti-bullying campaign. These were the features of the project and the main pillars on which the activities were built.

Next, we focus on describing where the change project took place.

1.4. Context of study

The change project took place at **Okahandja Senior Secondary School,** an urban secondary school with a hostel in Okahandja, Otjozondjupa region (one of the 13 educational regions). Okahandja is about 80 kilometres to the north of Windhoek.

The school was completed in January 1989, had 850 learners from Grades 8-12, 38 teachers, 2 secretaries and 8 institutional workers. It is a **multicultural** school and learners also participate in school activities through the **Learner Representative Council (LRC).**

However, the sad societal aspect is that it is surrounded by five (5) shebeens in front of the school and another seven (7) across the street.

During the initial discussion with the principal, which we explain in detail below in section 3, the principal reported that the school was a "dumping site" (his quote) for poor performing learners, but they started a **discipline** programme which bore fruit. The principal expressed his gratitude for the random selection of his school and he felt that with the support from the change agents, he would be strengthened in his vision to raise the school to higher achievements.

The **target group** who took part in the change project include the Grade 8A learners (39), their subject teachers (6), the head of department (1), the head girl and head boy, two institutional workers, the superintendent and two hostel workers.

In sections 3 and 4 we describe the methods followed with the group and the results of the project.

2. Methodology/Activities

Various methods and activities were employed which were in line with the **initial project plan** and which will be described next.

Overall, the activities included the submission of the report, team planning, notification to the school, analysis of awareness questionnaire, workshop planning and training for target group, establishment of school rules, creation of anti-bullying council, launching of poster competition and painting of a mural. These will now come to the fore.

Report: When the team arrived back in Namibia they prepared a report for their respective authorities (at Head Office, University of Namibia and the National Institute for Educational Development). The reports were submitted on 14 June 2011 and acknowledgement by the recipients was done. Every team member had their own recommendations as applicable to their institutional mandate. However, the immediate face-to-face discussions with the supervisors could not materialize.

Team meetings: The first planning meeting took place at the National Institute for Educational Development on 14 July 2011where a **questionnaire was prepared** (refer to **Appendix A**).

During this meeting it was decided to make an appointment with the school for the pre-change discussions and rapport.

School meeting: This took place on 15 July 2011 in the principal's office where the 3 team members were present with the principal and head of department. An **agenda** for the "information-sharing and rapport meeting" was prepared by the team (refer to **Appendix B**). From the outset the team needs to explain that the managers were happy that their school was randomly selected because they had to improve discipline at the school.

Some of the **expectations** of the school were that they would like the team to support the school, to assist with the discipline, not to interfere with the school programme and to be friendly with the learners and staff. On the other hand the team committed them to keep data and activities confidential, to act as change agents and not in their professional capacities, to support the school in its discipline endeavours, to abide with the time schedule for the completion of the questionnaire and workshop, to provide refreshments for participants, to be professional and to provide a copy of all reports.

Some of the **challenges** when it was decided on the dates for the target group to complete the questionnaire and the workshop were considerations such as: payday for the teachers, out-weekend for hostel boarders, and working on a Friday afternoon which would not be accepted easily. However, the dates were set amicably, classrooms were identified for the activities, the target population was identified and a good rapport was established with the managers.

Awareness raising questionnaire: On 22 July 2011 the team visited the school for the completion of the questionnaire. This is one outstanding factor of the whole process: that the team and school managers, together with the learners and support staff worked so well together!

Two rooms were prepared: one for the learners who were 41 in total and one room for the teachers (7) and institutional workers (5). These sessions were facilitated by the two

change agents respectively. The target group commenced at 11:00 and it took them about an hour to complete the questionnaire. During the completion it was necessary to explain some questions in the mother tongue, either Otjiherero or Afrikaans.

After this activity one member was responsible to collate the data and to have them ready for the progress meeting scheduled for 9 September 2011.

Progress meeting and workshop planning: As stated above, this meeting took place on 9 September 2011, 13:30, at the

National Institute of Educational Development. During this meeting the data from the questionnaire was discussed. The team was very surprised at the commonalities of the responses among the learners, teachers and institutional workers. But this will be briefly shared in the next section 4.

Planning for the workshop scheduled for 15 September 2011 also took place. Some of the logistics included to focus on the questionnaire results, to address CRC theory and practice at the school, supply the material (participant and facilitator notes), refreshments and participants for the workshop. Methods the team applied during this meeting included discussions, brainstorm, note-taking and plotting of ideas. Lastly, the tasks were also demarcated as to who would take responsibility for the different activities during the workshop.

The workshop: The workshop took place the afternoon of 15 September 2011 in one spacious venue where all 27 participants (10 boys, 10 girls, head of department, 3 teachers, 1 hostel matron, 1 institutional worker and 1 superintendent) could be present. Unfortunately the head boy and head girl could not make it to the workshop. The training was planned for 2 hours, but lasted 90 minutes owing to the discussions that took place.

Notes for participants and facilitators were prepared and ready as could be seen in **Appendix C**. Each participant received the participant notes. The workshop aimed at:

- inducting the target group on the UNCRC;
- reflecting on the results of the awareness-raising questionnaire;
- defining bullying and conventions;
- preparing characteristics of a bully-free school; and workshop evaluation.

Team members were assigned to facilitate the different activities (refer to the demarcation in **Appendix C**, facilitator notes).

There were **5 activities**: Activity 1 which was an ice-breaker. This was essential because learners and adults were grouped together and the team had to put them at ease. Activity 2 covered induction on UNCRC and other questions where participants had to act on statements which were read by the facilitator. More will be said about the outcome of this activity in the next section, section 4. Activity 3 focused on the reflection on the awareness questionnaire. During the reflection, the team discussed the outcome of the results in the questionnaire (refer to **Appendix A**). Participants had an opportunity to define "bullying", "convention" in their groups, take part in a theoretical power-point presentation on the UNCRC and had to come up with characteristics of a bully-free school. The latter could be done in any media, including a poem, drawing, song, notes, etc. However, the learners were asked to prepare that as homework and it would be collected by one team member.

The final activity 5 was for the group to **evaluate** the effectiveness of the session. Participants had to write any word next to the categories: methodology, content, learning, participants and facilitators. Some of the responses were:
Methodology: flip chart, group work, power-point, very good

Content: interesting, bullying, relevant, good
Learning: child rights, protection, CRC Articles, themes, bullying
Participants: good, exciting, marvelous, impressive
Facilitators: well informed, very excellent performances

From the above, which we believe are honest opinions, the team deduced that the workshop aims were achieved.

On 17 April 2012 the team had the programme to **launch the poster competition** which was attended by political office bearers, teachers, learners of the target school and SIDA mentors, Ms Agneta Flinck and Ms Annelie Hartmann. Later in the next section the team report on the success of this programme.

Various discussions took place with the Life Skills teacher regarding the establishment of the **anti-bullying council**. It was felt to have 12 learners across grades and gender who had to formulate their own constitution. The task of the council was to mainly support the Life Skills teacher in identifying instances of bullying, intervention and support mechanisms and to create a bully-free school.

In the next section we briefly summarise the results of the awareness questionnaire, some workshop activities and the attainment of the short term results (outputs).

3. Results

The outputs achieved include:

- The report to the authorities was submitted and they understood the project;
- The principal was informed, but not via an explanatory letter because the team felt that the relations between the principal and one team member was sound enough just to have a face-to-face agreement about the visit. The Inspector of Education for the circuit was also informed.
- The team felt that the awareness questionnaire covered all aspects we would want responses on to determine the level of awareness among the target group and to plan the workshop and training.
- The pre-discussion meeting with the principal and head of department went well and a combined action plan was drafted for the workshop.
- The awareness questionnaire was completed by the target group, triangulated and the results are reported on in Appendix A. Below we will highlight some of the most crucial ones which were in line with our planning.
- As already explained above, the workshop, with its specific aims was successfully presented as the evaluation results also prove.
- The poster competition, with drama performances on bullying together with a school pledge were done successfully;
- School rules were set and read by learners;
- Winners of the poster competition were decided on;
- The Life Skills teacher has started with the establishment of the anti-bullying council, based on the criteria advised by the team;

The overall **outcome** was also achieved, namely that most teachers, learners and hostels staff "walk with awareness" on bullying. A change in learner behaviour was noticeable.

So the question one should ask is whether some of the results from the awareness questionnaire could be anticipated or if they totally derailed the team. The **initial**

idea was to find out whether they know about CRC and ratification, whether bullying exists in the school, if they could suggest some intervention strategies to prevent bullying and whether they knew some documents on CRC.

Please note that not all 16 questions on the questionnaire would be covered in this report, but the reader is drawn to Appendix A for a self-evaluation and analysis. Therefore, find responses for learners (41), teachers (7) and institutional workers (5) on the four questions posed above:

- **Knowledge on CRC and ratification?:** 29 learners did not know that Namibia has agreed to sign up to the UNCRC. But all the teachers and institutional workers knew (Question 1c)
- **Does bullying exist?** Question 4 targeted this. 34 learners responded that bullying exist through pushing, 6 teachers and 5 institutional workers agreed with pushing.
- **Intervention strategies?** Questions 11 and 13 targeted this. The majority of learners, teachers and institution workers suggested school rules, establish anti-bullying councils, and induction on child rights.
- **Documents? Acts?** In question 16, the teachers responded the best. The learners and institutional workers were not so well informed about the Acts, policies, etc. that exist.

The **baseline data** from the questionnaire helped the team to plan the workshop, focusing on CRC, induction, the policies and definitions. However, what were very surprising were the first awareness/ice-breaker activity responses. Activity 1 in the workshop expected participants to choose "I know", "I'm not sure" and "I don't know" after they have heard a statement. For the first statement, namely "What does CRC stand for, 25 of the participants did not know. One would have expected all the teachers who answered so well in the questionnaire to know! This was unexpected as one would assume they know in practice as well!

Furthermore, many did not know that Article 28 and Article 19 address the right to education and the right to be protected from all forms of violence respectively. So, whenever participants moved to the "I don't know" sign, the facilitators took the opportunity to discuss the statement.

The questionnaire really helped with the planning of workshop and informed us that our initial project plan would not have to be deviated from.

The next huge activity was the **launch of the poster competition**. This was combined with speeches on bullying by the Mayor and Councillor. Furthermore, learners performed a drama showing the incidences of bullying, its effects and how counseling could be given. Three prizes were prepared for the best entries and these drawings would be used on the walls of the school as advocacy visuals and awareness-raising. All teachers, hostel staff, learners and guests received some advocacy material: they in-

cluded a ruler with the message, *"Draw a line through bullying"* as well as a pen with the message, *"Stop bullying: Care for one another".*

Unfortunately the school was under renovation so the **painting of the mural**, using the winning entries could not yet materialize, but will be part of the way forward. The same applies to the cementing of the anti-bullying council.

4. Discussion and Reflection

The data in Appendix A, the workshop results and the successful programme on bullying are indicators of the success of the project. However, the team report later in this section on the challenges they still face.

Team learning? We assumed that bullying is a concern in Namibian schools. With the awareness questionnaire and workshop our assumptions became reality that it is actually a big problem in Namibian schools, so that is one of our learning experiences. We furthermore learned that if we have trust among us, knowing that we have different work stations and are assigned to do individual tasks we could rely on each other. 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 and not "senior officials". Also, team work 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. The team can sum it up that, *"We have grown together as a team and with the school; it is not them, but us".*

The team also noticed the knowledge of the learners during the drama they performed. The joy of the learners was also noticed during the programme when they read the pledge together. It was actually great to notice how the teachers were also supportive in preparing the programme and suggesting some items. One of these items that surprised us was the expressive dancing, with the theme on "eradication of bullying and loving yourself".

A positive outflow of the "poster launching programme" was that the press wanted interviews with the team and the National TV broadcast phoned to have us on the discussion programme. But, owing to the workload, this could not realize.

Many of the **learning experiences** cited above also happened at an individual level, but we believe that personally, the importance of CRC is a growing seed planted in us that we would plant in other areas of our job environment as well.

Some of our **successes** include that we could build a sound relationship with the school managers, teachers, learners, support staff and among us, the team. Furthermore, we could find time in our busy schedule to juggle all the activities. The activities during the workshop were successful and we managed to show that teachers and learners can work together and move to a better understanding of CRC.

However, we were **challenged** with logistics. For example, we had to arrange for transport to the school, had to travel 160 kilometres on 6 occasions, we could not get all the learners together (the head boy and head girl who should play a crucial role were absent at the workshop), and time constraints owing to our work prevented us from being more creative during the workshop.

We noticed that the principal expressed his initial concern or doubt about the programme's success, but admitted that **a major outcome was that the behavior of many learners has changed as a result of the activities**.

A big challenge remain for the majority of the teachers, learners and parents to understand the concept "bullying" as we have defined it, and not just to see any act done towards another learner as bullying.

5. Way Forward

The way forward will be to cement the establishment of an anti-bullying council and monitoring of the activities. The former has been set in motion by the team in terms of its constitution, but the team would like to see the Life Skills teacher taking charge of this activity. Monitoring of the activities will be done by the Grade 8 guardian teacher, but it is essential that the team prepares a monitoring instrument.

The prizes should still be handed over to the three winning entries, followed by the painting of the mural by the meritorious learners.

All along the team planned that the entries will be contained in a booklet, but it seems that an insufficient amount of entries will leave us with a challenge to compile a decent booklet. Other schools should also be made aware of the activities that took place at the target school. In this regard the team is aware that the principal of the target school has informed the other schools in his cluster whenever they meet.

A report, covering the results should be prepared and disseminated to all stakeholders.

However, to sum up, the team can happily report that most teachers, learners and hostel staff
have raised their understanding and awareness of bullying. Overall, the principal reported a change in behaviour among many learners.

A positive outcome is that the language head of department started to prepare a video of the drama to circulate among the schools and it will also be sent to the National TV to be broadcast. This will help us with the broader sensitization in other schools.

This has surely been a journey of CRC discovery, of close working relations and mutual support. And, we look forward to future discoveries and growth.

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7. Appendices:

ANONYMOUS TEACHER AND LEARNER AWARENESS QUESTIONNAIRE ON CHILD RIGHTS AND BULLYING IN SCHOOL, CLASSROOM AND HOSTEL ENVIRONMENT

1. **Introduction**

1.1. We are a team of students who are enrolled in a training programme on Child Rights, Classroom and School management. We are conducting a survey to determine your perception of and awareness of child's rights and bullying within the school, classroom and hostel environment.

We chose your school and yourselves as participants only for logistic convenience.

2. **Instruction**

2.1 It will take **30 – 45 minutes** for you to answer **all questions**. When you answer, try to give your best answer. Please use a Blue or Black Pen. Do not put your name on this booklet. No one else will know how you have answered these questions. But it is important that you answer carefully and tell how you really feel about the issues raised in the questionnaire.

If you have no questions, start answering the questions in all the Sections now.

THANK YOU FOR HELPING US IN THIS SURVEY!

Do not put your name on this booklet.

Sex:

Male (M) : _____ Female (F): _____

Teacher & Learner: **Grades:** 8,   **Class-Group:** A, B, C, D, E, F, G, J, I, K, L,..

What is **your position within** the school/ class or hostel? _____

Teacher: (**Subjects** you teach in grade 8)? _____

Teacher (which **other grades** do you teach)?_____   _____

H**ow long have you been teaching** at this school?_____

SECTION A.

   1. **CIRCLE YOUR ANSWERS (yes or no) TO THE FOLLOWING QUESTIONS/**STATEMENTS.

RESULTS

SECTION A.

1.   **CIRCLE YOUR ANSWERS (yes or no) TO THE FOLLOWING QUESTIONS/**STATEMENTS.

	LEARNERS		TEACHERS		SUPPORT STAFF	
	Yes	N o	Yes	N o	Yes	N o
a) Are you aware that children have rights to education that have to be protected?	41	0	7	0	5	0
b) Everyone in our school, young or adults, has the right to be respected, and the responsibility to respect others.	41	0	7	0	5	0
c) Did you know that Namibia has agreed to sign up to the United Nations (UN) Convention on the Rights of the Child (CRC)?	12	29	7	0	5	0
d) Do you believe that an unfriendly environment, such as classroom, school, and hostel can interfere with a child's education?	28	13	7	0	5	0

SECTION B.

<u>**IDENTIFY AND CIRCLE THE LETTER(S) (a, b, c…) THAT IS/ARE REPRESENTING THE BEHAVIOUR**</u> **YOU HAVE OBSERVED OR EXPERIENCED WITHIN YOUR SCHOOL, PLAYGROUND, CLASSROOM AND/ OR HOSTEL.** (You can mark as many answers as you feel are necessary and correct).

2. **CIRCLE THE BEHAVIOURS AND ACTS WHICH YOU THINK ARE <u>ACTS OF BULLYING.</u>**
   a) When the act or behaviour is a wilful, conscious desire to hurt another person and put him/her under stress;
   b) When the act or behaviour is irritating, arrogant and are continual and repeated;
   c) When between two people, one is definitely inferior to the other in terms of strength and physical abilities, and the arrogant acts are continual and repeated;
   d) When hitting or kicking is done repeatedly and over time/continual;
   e) When between two learners and there is a mutual rejection;
   f) When one repeatedly makes fun of and calling you ridiculous names;
   g) Only when a physical aggression takes place between two learners;
   h) When inflicting hurtful teasing on the most helpless;
   i) When it is done to a girl and not to a boy;
   j) When the act is done by an adult to a child;
   k) When the act is done by a child to an adult;
   l) Blackmailing a person into doing or giving things such a money, snacks;
   m) Speaking in a bad way of someone (a learner/ a teacher and/or the family) behind his back;
   n) Continuously intimidating someone when and wherever you meet;
   o) Intentionally sending hurting notes or SMS to someone;
   p) Exclusion of some people on the part of the group (isolating);
   q) Intolerance and impatience towards the weak and different ones.

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a)	36	5	3
b)	7	5	3
c)	14	6	4
d)	37	7	4
e)	10	1	3
f)	34	6	5

g)	4	4	2
h)	20	5	4
i)	13	1	3
j)	21	1	4
k)	6	0	1
l)	23	3	5
m)	26	2	1
n)	11	4	4
o)	10	3	4
p)	5	3	0
q)	13	5	2

3.   WHICH ARE THE BEHAVIOUR AND ACTS (in Question one), HAVE   YOU OBSERVED WITHIN YOUR SCHOOL, PLAYGROUND,   HOSTEL OR CLASSROOM? (write only a letter a); b); etc. that represents the behaviour).

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a)	**12**	**3**	**2**
b)	2	4	3
c)	4	4	1
d)	13	3	0
e)	4	0	1
f)	19	4	1
g)	2	3	0

h)	4	2	1
i)	4	0	0
j)	3	1	1
k)	2	0	0
l)	9	0	1
m)	29	3	0
n)	3	2	3
o)	4	1	2
p)	4	1	0
q)	3	1	0
RESULTS			

4. AS FAR AS AGGRESSIVE AND ARROGANT BEHAVIOUR ARE CONCERNED, WHICH BEHAVIOUR DO YOU NOTICE <u>MOST FREQUENTLY</u> WITHIN THE SCHOOL, PLAYGROUND, HOSTEL OR CLASSROOMS? (Mark the most occurring behaviour you have observed).

a) Pushing
b) Kicking
c) Tripping
d) Stealing (e.g. snack)
e) Hiding (e.g. snack)
f) Insulting
g) '*Hunting*' in hostel (girls by boys)
h) Sexual molesting (learner by learner, learner by teacher)
i) Hurting verbally or physically
j) Hurtful teasing
k) Blackmailing a learner into giving things (snack, money, school material…)   or doing something
l) Not speaking to (isolating)
m) Speaking in a bad way of a learner and/or the family behind his back

n) Calling a learner ridiculous names

o) Doing everything in one's power to break a friendship

p) Pouring water on the bed (if happened in hostel)

q) Sending hurtful SMS or notes to you for others to dislike you

s) other acts:

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a	34	6	5
b	26	4	3
c	15	3	2
d	37	4	5
e	12	3	3
f	30	6	2
g	7	2	4
h	2	2	2
i	11	6	3
j	18	6	2
k	15	2	3
l	2	2	2
m	20	6	1
n	27	4	3
o	14	1	2
p	2	3	3
q	12	0	1
r	0	0	0

5. IN WHICH <u>MOMENTS OR PLACES</u> COULD YOU WITNESS THE BEHAVIOUR THAT ARE LISTED IN QUESTION 4?

a) In classroom, during lessons
b) In classroom, during change hours
c) During break, on the playground
d) In the school yard during coming in and leaving school
e) In the washrooms/toilet or other isolated places
f) In the dining hall during lunch
g) In the dormitories/ hostel

Other places?

RESULTS			
QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	19	6	3
b.	25	4	3
c.	29	7	3
d.	24	4	3
e.	15	2	3
f.	25	1	5
g.	5	3	4
h.	1	0	2

6. IN YOUR OBSERVATION (IN QUESTION 5), WHO IS OFTEN <u>THE VICTIM OF BULLYING BEHAVIOUR</u> AND ACTS): (Circle all the answers you think you have observed).

a) A younger or physically weaker one

b) One who in his turn attacks the others stirring in them an aggressive attitude

c) One with scholastic/learning difficulties

d) One who is physical or showing evidence of other disabilities like speech defects

e) A peculiar one: dirty, or hungry

f) A boy

g) A girl

h) A person from a different cultural group

i) Same cultural group

j) A teacher

k) Hostel worker

l) Other?

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	21	7	4
b.	5	2	2
c.	15	6	4
d.	9	4	3
e.	10	4	2
f.	31	6	4
g.	23	5	3
h.	7	4	2
i.	5	1	1
j.	2	2	1
k.	0	1	1
l.	0	0	1

7. **IF A LEARNER IS EXPOSED TO CONTINUOU S ARROGANT ACTS AT SCHOOL, HOSTEL AND/ OR CLASSROOM, DO YOU THINK THAT THIS CAN**

**INFLUENCE THE DEVELOPMENT OF THEIR OPINION OF THEMSELVES?
(Circle a or b and any of the reasons (i –iv).**
a) No
b) Yes, and in particular it led to:
   i.   a low self-esteem
   ii.   difficulties in the relations with other people
   iii.   Scholastic/learning difficulties
   iv.   Dropping out of school
   v.   Other?

RESULT			
QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	1	0	0
b. i	10	6	2
ii.	10	5	2
iii.	8	5	1
iv.	28	4	5
v.	2	0	0

8.   WHAT DID YOU DO, AS A PERSON WHO WITNESSED EPISODES OF ARROGANT ACTS AND BEHAVIOUR IN THE CLASS, SCHOOL HOSTEL AND PLAY GROUND? (Ref. to your observations in 5, 6 & 7).

a) I intervened to defend the weakest, the youngest,
b) consoling the victims
c) reproaching the aggressor
d) inviting victim and aggressor to face the problem and, if possible, solving it
e) talking about it to the whole class-group
f) I told nobody
g) I told the principal
h) I told the involved learners' parents
i) I told some experts
j) I told my parents (if you are a learner and it was happening to you)

k) No one intervene directly on the aggressor, but they shoed themselves in agreement with the victim
l) There is conspiracy of silence, so that not even the most serious episodes are reported.
m) Others take sides with the arrogant learner

n) Other? _____

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	7	7	3
b.	8	4	2
c.	2	5	2
d.	5	7	2
e.	3	6	3
f.	1	0	2
g.	12	4	1
g.	9	5	1
h.	7	2	1
i.	4	0	1
j.	13	0	3
k.	2	1	1
l.	0	0	0
m.	2	0	0

9.   ARE YOU PERSONALLY WORRIED ABOUT SUCH AGGRESSIVE

BEHAVIOUR IN YOUR SCHOOL, HOSTEL AND CLASSROOM?

a) Yes, very much

b) Yes, but I think it can still be kept under control

c) Yes, but only if there's a physical aggression

d) No, as I think it is a phenomenon typical of the *cultural group* of arrogant persons that I observed '

e) No, only if it takes place during the lessons

f) Other _____

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	34	5	4
b.	10	4	5
c.	1	3	2
d.	0	0	1
e.	2	0	1

10. **WHICH THREE INTERVENTIONS, YOU PERSONALLY THINK CAN BE INITIATED? (Circle only three).**

a) None, given that the problems are among learners

b A disciplinary intervention addressed to the aggressor

c) A disciplinary intervention addressed to the whole class, school

d) Involving the arrogant persons' families

e) Establish/ class and hostel Councils in the school

f) Raising awareness and strengthening of the learners, the teachers, workers and community's relational abilities in managing conflict.

g) Teach Life Skill subject effectively

h) Asking an expert's advice (e.g. a psychologist, a social assistant…)

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	7	0	1
b.	13	5	2
c.	19	5	2
d.	13	2	4
e.	18	3	2
f.	17	4	3
g.	14	4	1
h.	19	4	0

11. HOW CAN <u>ONE</u> OF THE THREE INTERVENTIONS (you chose in Question 10), BE CARRIED OUT TO PREVENT BULLYING BEHAVIOUR? (Circle the 3 most effective ways)

a) Have and implement school rules
b) Suspension/expel the bully
c) Sending the victims to the principal
d) Rehabilitate the bully
e) Instil care and respect for one another
f) Teachers and learner's parents meetings
g) Involving families in some scholastic activities
h) Extra curricular group activities
i) Most aggressive learners' exclusion from common activities
j) Intervention; more involving academic activity

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	23	5	4
b.	16	1	2
c.	20	1	2
d.	6	6	3
e.	13	5	2
f.	26	3	3
g.	4	4	2
h.	4	2	0
i.	3	1	1
j.	4	4	1

12. IS YOUR SCHOOL PRESENTLY ABLE TO MANAGE THE BULLYING PROBLEM?

a) Very well
b) Quite well
c) Not very well
d) Not at all

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	9	3	2
b.	13	3	0
c.	17	1	3
d.	4	0	0

13.   IF YOU THINK YOU NEED FURTHER SUPPORT, WHICH ONES DO YOU THINK ARE MORE SUITABLE? (Circle the 3 most suitable)

a) Collaboration with the principal

b) Collaboration with the police

c) Establish Anti-bullying Student Council

d) Definition of Rules valid for the whole school

e) Induction into understanding of Human and Child Rights

f) One psychologist at the school's disposal some days a week

g) Collaboration with parents

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	24	3	4
b.	23	3	3
c.	21	5	3
d.	12	4	1
e.	21	5	3
f.	5	4	2
g.	17	6	3

14.   SINCE YOU HAVE BEEN IN THIS SCHOOL, WHICH LEARNERS HAVE EXPRESSELY TOLD YOU OF ARROGANT OR VIOLENTACTS INFLICTED ON THEM BY THEIR CLASSMATES?

a) Male learners
b) Female learners
c) All

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	12	1	2
b.	7	0	2
c.	14	6	3

15. IN YOUR OPINION, PEOPLE WHO BULLY OTHERS IN YOUR SCHOOL

   COME FROM FAMILIES WHO ARE:

a) So called "at risk"?
b) Rich
c) Poor
d) All types

QUESTIONS	LEARNERS	TEACHERS	SUPPORT STAFF
a.	6	0	0
b.	4	1	0
c.	5	2	1
d.	28	4	3

16. **WRITE DOWN ANY <u>LAW, ACT, POLICY, DIRECTIVE, RULE, SCHOOL SUBJECT,</u> ORGANISATION, ETC. WHICH ADDRESSES CHILD AND HUMAN RIGHTS.**

LAW_____Learners: None, Teachers: Towards Education for All, United Nation Convention on Rights of the Child; Support staff: Namibian Constitution_____

ACT_____Teachers: Education Act, Constitution Article 3n; Learners: NONE; Support Staff: Namibian Constitution_____

POLICY_____Learners: none; Teachers: Government Education Policy; Support staff: none_____

DIRECTIVE_____None_____

RULE:____School rules (3), class rules (1), general rules; Support staff: school rules;

SCHOOL SUBJECT: Life Skills (27), Life Science (3), Physical Science (1), English (3), Afrikaans (1) Child and human rights (1); Teachers: Life Skills, Development Studies, Languages ; Support staff: Development studies

ORGANISATION: Star for Life (8), Family (1), TCE (1), SWAPO (1), Police (2), Child Welfare (1), Women and Child Abuse (1), Eleni Tulikwafeni Centre (1); teachers: Girls and Child Organisation, Ministry of Education Human Rights Organisation, NANSO, Children Right Convention; Support staff: Human Rights Organisation

THANK YOU VERY MUCH

Appendix B: **MEETING WITH PRINCIPAL AND HEAD OF DEPARTMENT OF OKAHANDJA SENIOR SECONDARY SCHOOL ON 15 JULY 2011**

AGENDA

1. **Introductions**   1.1   The project team

                                   1.2   The school management

2. **Pre-discussions**   2.1   Rationale for the team visit

                                   2.2   Project action plan

3. **Activities**   3.1   Awareness data collection from participating groups

                                   3.2   Analysis of awareness data by project team

                                   3.3   CRC Awareness Training workshop in September (date to be negotiated)

4. **Monitoring and project evaluation** 4.1   By the school management

                                   4.2   By the project team

5. **Expectations**   5.1   From the school

                                   5.2   From the project team

6. **Conclusions**

Appendix C:

TRAINING NOTES ON CHILD RIGHTS, CLASSROOM AND SCHOOL MANAGEMENT:

Ms. P. Shilamba   **(UNAM Lecturer)**

Mr. R. April   **(Inspector of Education: Head Office)**

Mr. H. Coetzer   **(Education Officer: NIED)**

DATE: **15 SEPTEMBER 2011**

VENUE: **Okahandja Senior Secondary School**

NOTES FOR PARTICIPANTS:

Objectives:

At the end of the session the participants will have:

- been inducted on the UN Convention on the Rights of the Child;
- reflected on the results of the awareness-raising questionnaire;
- defined a "child", and "bullying";
- listed at least 5-10 characteristics of a bully-free (CRC) school;
- shared their views freely on bullying and CRC; and
- evaluated the workshop.

TIME: 2 hours

ACTIVITY 1: ICE-BREAKER   (10 min)

Take part in the "line-up according to your shoe-size" activity. Your facilitator will explain.

ACTIVITY 2: INDUCTION   (25 min)

Listen to each statement which will be read by your facilitator. Decide whether you are going to stand in front of the "I know" or "I don't know" or "I'm not sure" statement.

For example, if the statement is: "Mr. Clarke is our principal", you will all move to "I know".

Please make your own decision once you have heard the statement.

ACTIVITY 3: REFLECTION ON QUESTIONNAIRE (10min)

Discuss the questionnaire with your facilitator.

BREAK: 15 MIN

ACTIVITY 4: THEORY AND PRACTICE ON CRC AND BULLYING (50 MIN)

4.1   In your small groups, try to come up with a definition of "CRC" and "bullying".

Share with the group. Compare your definitions with those of the facilitators.

4.2   Take part in the power-point presentation on CRC, what is a child and Namibia's role in CRC.

4.3   Now that you have taken part in the power-point presentation, list in your group at least 5-10 characteristics of a bully-free school. Your facilitator will guide you.

ACTIVITY 5: EVALUATION   (10 min)

Take part in the evaluation of the workshop as explained to you.

Thank you.

NOTES FOR FACILITATORS:

Objectives:

At the end of the session the participants will have:

- been inducted on the UN Convention on the Rights of the Child;
- reflected on the results of the awareness-raising questionnaire;
- defined a "child", and "bullying";
- listed at least 10 characteristics of a bully-free (CRC) school;
- shared their views freely on bullying and CRC; and
- evaluated the workshop.

Materials

- Flipchart paper, stand, koki-pens,
- Statements: "I know"; "I don't know"; "I'm not sure"
- LCD projector; laptop, camera
- One copy of NN CRC Articles 19 and 28;
- Constitution of the Republic of Namibia.
- Awareness questionnaire: summary
- Definitions of "a child" and "bullying"
- Prepared example of "Characteristics of a bully-free school"
- Evaluation posters: methodology, Participants, content, learning

TIME: 2 hours

ACTIVITY 1: ICE-BREAKER   (10min) Ms. P. Shilamba

Explain to participants that they must line up according to their shoe size, from the smallest to the biggest size (they must ask each other and arrange themselves).

Once they are lined up, then count 1,2,3,4,5 to group them in 5 groups.

Ask them how they feel about the activity and let them introduce them quickly.

ACTIVITY 2: INDUCTION   (25 min) Mr. R. April and Mr. H. Coetzer

Tell the participants that you will read 10 statements. They must then decide where they will stand, either in front of the "I know" or "I don't know" or "I'm not sure" statement.

After the participants decided, have a short discussion as part of the induction. This will link with the theory on CRC later in activity 3.

STATEMENTS:

1. What does CRC stand for?
2. Article 28 of the CRC addresses the right to education.
3. The children's right to protection on all forms of violence can be found in Article 19 of the CRC.
4. What does Article 3 of the Constitution of the Republic of Namibia contain?
5. The National Curriculum for Basic Education addresses child rights.
6. I can mention an organization in Okahandja which addresses child rights.
7. This Act governs the Code of Conduct for teachers and learners.
8. I know the policies at our school that regulate the behaviour of adults (teachers) and learners.
9. Bullying is a big concern at this school.
10. Pushing and insulting are examples of bullying that happen mostly at this school.

ACTIVITY 3: REFLECTION ON QUESTIONNAIRE (10min) Mr. R. April

Discuss the commonalities in the questionnaire. Show that the learners do not know about the ratification, that you all have one idea about the definition of bullying, that all want an induction on CRC, that most want an anti-bullying council, that the teachers are more informed about the Acts, policies, etc. compared to the learners and institutional workers.

BREAK: 15 min

ACTIVITY 4: THEORY AND PRACTICE ON CRC AND BULLYING (50 MIN):

Mr. R. April and Ms. P. Shilamba

4.1   Ask the small groups to come up with a definition of "CRC" and "bullying".

Share with the group. Compare their definitions with those of the facilitators.

4.2   Present the power-point presentation on CRC, what is a child and Namibia's role in CRC. Allow discussion. Focus on three Ps, Child, CRC, child-friendly, etc.

4.3   Ask participants to list at least 5-10 characteristics of a bully-free school. Show them an example, "Learners respect each other".

ACTIVITY 5: EVALUATION   (10 min)

Participants need to complete the evaluation on the posters by writing only ONE word next to each stimulus word: methodology; content; learning; participants; facilitators.

Explain way forward.

Ask for any questions.

Thank participants.

South Africa

Promotion of sexual health and prevention of sexual abuse: Changing the attitudes and behaviour of Tikwe primary school community

Phokontsi Gaelebaloe Lilly,Mofokeng Nthokgoane Amelia and Mathibe Tefu

1. Frame of Reference

Child protection is a primary responsibility of every parent. However, the socio-economic conditions that most parents and family live under, sometimes prescribes different setup. Vulnerability of some parents is sometimes reflected in the manner in which they respond to behaviour that is unbecoming towards their children by other elders. Hence, the Department of Education decided to identify Tikwe Primary as a pilot project for child and classroom management in Lejweleputswa District.

The project is situated in the Free State Province, Virginia (Lejweleputswa Education District) in Meloding Township. The name of the school is Tikwe Primary school under the principalship of Mrs. N.A Mofokeng, who happens to be a member of the team South Africa Batch 14. On joining the Child Rights, Classroom and School Management Training Programme the total number of learners was 1025 and the teachers was and still remains 33 and the learner's number has increased with 64 which puts the total number of learners at 1089.

Tikwe is situated in an area that has a high rate of unemployment and poverty due to the recent closure of the mines. The social conditions in this area are not healthy and safe for children to survive. The major problems that the children are experiencing are sexual abuse, rape, learner pregnancy, dropout rate, HIV/ Aids and negative attitude of stakeholder (teachers, parents and community) towards the learners.

The above mentioned problems amongst Tikwe Primary community are detrimental to the future of the learners of the school. As already indicated in the statistics, the environment is of high risk considering the age of learners in the school. The children of Tikwe Primary are exposed to abuse by elders ranging from biological parents, uncles, and neighbours who are expected to protect them. During the period between January and October 2011, the school had registered 14 cases of sexual abuse of children by grown up and the community expected intervention from the school to protect and prevent this situation from going out of order. Then, workshop on Child Rights and Classroom Management was identified as a tool that should be used to address the threat of abuse in the school.

The project targeted learners themselves, with the intention of empowering the learners on issues of sexuality education. The aim is to provide information about sexual health in order to enable learners to know more about themselves and how to take care of their bodies. The expectation is that with more information they will develop consciousness and love for their bodies. Furthermore, the project intends to develop and provide educators with the necessary skills on how to manage and handle child abuse cases in their school in a professional manner. The purpose of this is to ensure that educators are the support structure for the school and parents. They are empowered in order to secure the trust of these children to enable them to open up rather than keeping all the horror that happens to them a secret. Therefore, educators must possess necessary skills to deal with these cases in order to assist the victims. Parents on the other hand, are drawn to child right project in order to enable them to identify signs and indicators of abuse at an early stage. The project will raise consciousness of parents so that they stop abusing and develop resilience.

One aspect that needs to be highlighted is that abuse is as a result of mindset and attitude that the abusers have towards their victims, therefore the involvement of parents will benefit the process because they will also learn a lot about themselves. The project will help them to change their attitude and behaviour about life. Cooperation of parents is essential in the development of the project thus covering more learners and community.

Although it might sound like the project will be based on Swedish theories, it must be noted that Child Rights is a priority in South Africa and protection, provision and participation are embraced in the policies of government. The Bill of Rights which is covered in the Constitution of the Republic of South Africa Act 108 of 1996, clause 28 (1) provides for the protection of children's rights. The South African Schools Act of 1998 also binds schools to ensure that children participate in their education and how through children's involvement in school governance. The Maintenance Act of 1998 binds parents to provide for their children even if they are no longer staying together. Learners Attendance policy binds parent and children to ensure that their children are at school and learning so as to ensure that they are provided with their basic rights

which is education. The government's commitment to provision and protection can also be found in the commitment by government to provide free education to all school that fall into a category of quintile 1-3. Feeding schemes are implemented in these schools in order to enable poor learners to eat at school. All these provisions are provided at Tikwe Primary; therefore the government is directly involved in the education of Tikwe Primary learners. It is thus imperative; to ensure that the learners at Tikwe are protected and if Child Right and Classroom Management strategy could help then it will be implemented with the support of the Department of Education.

On the basis of information provided above, it is evident that the government of South Africa and the Department of Education in particular have a high regard for safety and protection of its learners. The commitment that is shown can be derived from amount of support received from the stakeholder in and around Tikwe Primary school. The need to remedy the situation is the primary aim of the team in support of the children and the school.

2. Purpose

The purpose of this project is to coordinate resources within different Departments in order to promote rights of the child, educating the school community about sexual health to prevent sexual abuse and change the attitudes and behavior of Tikwe Primary school community. The objective is to ensure that the school community is educated in sexual health and the importance of this venture is to prevent recurrence of abuse. The project will work on the attitudes of the school community so as to see the situation in accordance with child rights and the need to protect and provide safety of the children. There is a need to work on the attitudes of the educators who have a tendency of thinking that the children ask for abuse to happen through their behaviour. On observation, it has become clear that stakeholder empowerment and development is an essential element in resolving the problems that Tikwe is experiencing. The school community together with the Department of Education must formulate partnerships that would embrace and promote sexuality education in the school because the team believes that prevention is better that cure.

3. Activities

3.1. Meetings with Departmental officials

Four meetings were held with officials with the purpose of reporting back after the visit to Sweden and also to outline the plan of action to the officials and get permission and support to continue with the project. As Lilly is based at the provincial office, she reported to the Director : Values in Education and the CES : Values in Education. Amelia and Mathibe reported to the District Director and the school SMGD. All the meetings were a great success as the team got the permission and support from all the officials.

3.2. Meetings with stakeholders

Meetings with the following stakeholders were held to outline the project to them and encourage all members to play an active role to ensure that the project achieves its intended purpose :

- > School Management team
- Teaching staff
- Support staff
- School Based Support Team
- School Governing Body
- Parents

3.3. Learner Dialogue

This activity was conducted on August 19, 2011 and the target was the Representative Council of Learners (RCL´s) for all Secondary Schools in Meloding. RCL is a legislated body in South Africa and it is elected on annual basis as a result the same activity need to be done annually. This is observed as an added advantage, for the challenge we are faced as our topic indicate can't be resolved in one year. The District is responsible to conduct workshops to newly elected RCL members (Mathibe and Kholomu) on behalf of the District.

3.4. Establishing networks

The project is broad and involves different aspects, it was imperative for the team to find people and departments that they need to work with to share the project and also share resources. New networks were formed and existing ones were strengthened.

3.4.1. Department of Health

On the 29th July 2011, the Department of Health held a campaign at the school 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 to the Health officials and a working relationship was established.

Preparatory meeting with the Health Department officials

Turbo boots on the day of the campaign

3.4.2. Department of Correctional Services

We believe that children need to be provided for in order to prevent them from looking at resources in the wrong places. A partnership with the Department of Correctional Services was formed and they donated school uniform to the needy learners. This Department also conducts information sessions to learners, teachers and parents about the effects of abuse and crime in general. In assisting with rehabilitation, one offender was responsible for sewing the school uniform.

Correctional Services donating uniform to the school

3.4.3. Bophelong Youth Club

This is a non – governmental organisation funded by Mandela Children's Fund. They come to the school once a month to do awareness campaigns on sexuality issues, sports activities, crime prevention.

Bophelong Youth Club performing drama at the school

3.4.4. Virginia Anti- AIDS Youth Club

A group of young people with the aim of involving the youth in activities that will keep them busy and away from the streets. Youth have a lot of energy that can be channelled in the right direction. This group come to the school after teaching hours and during weekends to play and educate the youth and children about the causes of AIDS and how to prevent it, the right time to start involving themselves in sexual relationships.

3.4.5. South African Police Service

The partnership with the police service led to the school being allocated a school cop. The school cop attends to all the cases of the school that need police intervention. The police perform campaigns at the school to raise awareness on crime in general and the Child Protection unit sensitise children on their rights and have a special week during May called Child Protection Week. The police come to school once a month to address learners or anytime they have a special campaign.

Nelson Mandela Day activity Police addressing learners during Child Protection Week

3.4.6. Love Life

Love Life is a non-governmental organisation run by the youth. It is a form of employment as the youth who are facilitators, receive a monthly stipend. It consists of four programmes namely, Love Train, Body Ys, Make your move and Love Life Games. The Body Ys programme is the one relevant to the project. The facilitators teach the grade 6 and 7 about how their body functions and sexuality in general. They teach them four days a week for 35 minutes

Love Life Activities during the Love Train Week

3.4.7. Local Churches

Priests from local churches come to the school and preach to the learners and teachers. The partnership goes further, they donate school uniform to the needy learners and also provide counselling services to the learners identified by the teachers.

Reverend of the Methodist Church with learners who received school uniform and bags

3.4.8. Virginia Muslim Community

This is a group of local Muslim Business People who assist the school with moral re-generation talks and also donate blankets to the needy school learners identified by teachers.

Members of the MBP and the Executive Mayor donating blankets to needy learners

3.4.9. Established Standing District Committee comprising of the following:

- Lejweleputswa Education District (Mr Kholumo who is one of the change agents from batch 15 also serves in the Committee).
- South African Police Services (Headed by Captain Kgopane from Thabong Police Station).
- Department of Social Development (officials rendering services from Meloding).
- Adopt a Cop attached to Tikwe Primary School.
- Department of Health (representative from clinics in Meloding).
- Deparament of Labour (Me. Mamburu).
- Department of Justice and Constitutional Development (represented by Me. Khalata).

This Committee has a standing agreement to constantly meet with the general Meloding community to discuss amongst others how to prevent and scale done the following social ills under the slogan *"Child Protection Week"*:

- Rape issues ravaging Meloding community.
- Rate of murder cases at Meloding.
- Rate of learner and youth pregnancy.
- Creating awareness on sexuality education.
- Opening dialogue starting from home on sexuality education.
- Parenting.
- Child headed families.

The first community interaction took place on 28 and 29 May 2012 (invitation letters to all schools in Meloding including Tikwe Primary were signed by the District Director: Mr MS Mkgobo). One important committee resolution is to consult and interact with Meloding community on annual basis, however, sporadic meetings will still be conducted with communities for different structures and organisations.

3.4.10. Soul Buddyz Club

The school strengthened the functionality of the Soul Buddyz Club at school. At peer level, they identify learners who are in need of any kind of help. They guard against abuse and bullying in and outside the school and report such cases to the teachers. They recently had a project of collecting food stuffs that they donated to needy learners.

Soul Buddyz Club and teachers with the food parcels they prepared for needy learners

3.4.11. Sexual Talk Fridays

The female teachers at school gather with grade 6 and 7 girl learners every Friday and talk to them on sexual health and how to care for their bodies. The rights of the children and what to do in the case of abuse.

Female teachers addressing girl learners

3.4.12. Department of Economic Development, Tourism and Environmental Affairs

A partnership with this department resulted in the school receiving 10 bicycles and opening a cycling club. This is one activity that channels the energy of the children in the right direction and ensure that they are kept busy, healthy and happy at all times.

The learners during the handover ceremony at Tikwe Lodge

3.4.13. Children's Rights Talks by Learners

Learners are now in a position to participate. One Friday in a month, some children address the learners during assembly about their rights and their responsibilities. This is one of the greatest achievements of the project. When they know and understand their rights, they are in a position to act responsibly.

Learners addressing their peers about their rights and responsibilities

4. Mentor's visit

We had an opportunity of hosting our mentor for a week(31 July to 04 August 2012) at the school. On the 05th August, the mentor had a network meetings with all batches in the Free State to share the progress of their different projects and to also prepare and

welcome the new batch that will be leaving for Sweden during September 2012. The mentor had the opportunity to meet with 90% of the networks involved in the project at Tikwe Primary School . the interactions of the different networks with the mentor encourage people involved to want to do more in ensuring that the project achieves its intended objectives. The mentor was also invited to motivate Grade 12 learners at one of the High schools around.

Mentor interacting with learners

Mentor addressing Grade 12 learners at Meloding Secondary School

5. Results

The project is very successful as it was able to achieve its initial objectives of making all stakeholders aware of the rights of a child to be protected, provided for and for the children to be given a conducive platform to participate. We now have sustainable partnerships and new ones keep flowing every time they hear of the project. The project

provided emotional, social and financial support to the needy learners. The school now has informed and knowledgeable learners who are in a position to address other learners on issues that affect them and influence them in a positive and responsible way. Because of the interventions of the project, the school has zero cases of abuse reported this year as compared to 14 reported before the start of the project. The attitude of teachers and parents has now changed for the better as they are now very supportive to learners and are able to see the children with a different and caring eye. The partnership with the Department of Health enabled the school to be allocated a School Nurse and during June, a health week was held at the school where grade 1 learners were assessed physically and in cases that needed treatment, referrals were made. Two cases need mention as the biggest achievements of the partnerships.

1. A physically disabled girl child is due for surgical reconstruction in October, thanks to the department of Health. This child has been at the school since 2010, it was only after joining the project that the eyes of the members were opened. We then realised that the child need to be assisted. The project made us to see clearly and to put the best interest of the children first. She will be able to walk properly like other girl children her age.

The disabled foot of the girl

2. A six year old boy had plastic surgery for cleft palate repair operation on the 06th September 2012, thanks to the referral by the Speech Therapist and the Department of Health. The boy will now be able to talk and be heard.
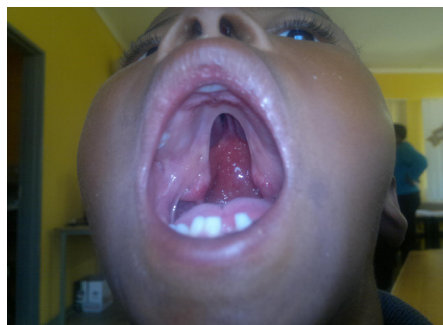
Before the surgery

After the surgery

6. Discussions and reflections

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 project, could not have been possible if stakeholders did not support the project. 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 project. We expected that it will always be members of the team or the school that will always go out there and ask for help but it turned out differently because some organisations came to the school to offer their services to the school

7. Way forward

The team is going to continue with the workshops and campaigns for stakeholders to intensify their knowledge and understanding of CRC. It came to the realisation of the team that the project will never end and will be part of the operations of the school. We will further strengthen the partnerships and continue empowering learners and teachers to be better and responsible people. The sexual talks with girls on Fridays will be extended to boys by male teachers. Now that the project has been such a success at the pilot school, we are now going to introduce the project at other five primary schools in the location and also at the four high schools. This will be easy and possible because we now have a frame of reference as Tikwe Primary School and also we will be able to

use the different networks that we have already established to carry out the project in the other schools.

Values in Education Sub-Directorate of which Mathibe and Kholumo are driving from Lejweleputswa Education District will be rolling out the following to all Meloding Schools and Tikwe in particular:

- Moral Regeneration Movement (MRM). Aiming to restore morals and values in the community.
- Establishment of Girl Education Movement (GEM) and Boy Empowerment Movement (BEM). This will seek to open debate on issues affecting both boy and girl child. This will be done to ensure that we expand our space of action because they will be given activities to perform on their own and report back.
- RCL trainings mainly to breath the Triple Ps (Provision, Participation and Protection).
- Learner Dialogue will be directed to schools in Meloding and Tikwe Primary to protect the rights of the child as per article 34 of the CRC.

From the District Office we will ensure that the above mentioned committee will be sustained.

All targeted learners we are engaging with boys and girls will be parents in the near future, so the ultimate endeavor is to educate communities about patriarchy. We believe justice will be done if after some years to come patriarchy in Africa and South Africa in particular will suffer some of the defeats it has in places like Scandinavian Europe, where women and men enjoy the same state protection.

Tanzania

A Project Report on Improvement of Performance In Primary School Mathematics In Tanzania: A Case Of Mlimani Primary School

Aviti Kagaruki, Catherine Marimbo and Frank Tilya

1. Introduction

Mathematics has for long time in many countries being regarded as foundation subject for students to succeed in variety of content areas during a student's educational experience. Mathematics is crucial not only for success in school, but being an informed citizen, being productive in one's chosen career, and in personal fulfilment. In today's technology driven society, greater demands have been placed on individuals to interpret and use mathematics to make sense of information and complex situations. Logical thinking inherent in mathematics provides basis for mathematics and technology.

This foundation is built beginning from when a child is in primary school. At this level children achieve a basic level of numeracy and competence in dealing with numbers. Also due to the rigorous and analytical basis upon which it is founded, mathematics serves as an ideal platform for the development of problem solving abilities as well as an avenue to develop analytical and logical thinking within children. At the primary school level the applications that mathematics has in the real world should be emphasized. This is where the mathematics a child is taught will serve as the foundation for all mathematics the student will use for the rest of his life. In addition, a primary school mathematics curriculum should also engender students with a love of learning. Learning comes in many forms, and mathematics at this level should take advantage of a child's natural tendency to explore, play and discuss newly discovered ideas to help students master concepts. All these objectives depend on the ability of teacher to teach effectively.

However, experiences of learning mathematics for many students in Tanzania have never been thrilling. The reality is most have been taught by rote, and when students are

young and in lower grades they find ways to get by because failure to answer correctly was and still in some schools, usually met with corporal punishment. Teaching of mathematics is very traditional and theoretical; many concepts are very abstract to learners and hardly related to daily life. Didactic approach in which teacher control methods of instruction are very common, as the way teachers were taught can affect the way they teach when they enter the profession. Such history left imprints on the present and mathematics is generally feared by teachers and students alike and this has implications in both teaching and learning.

The teacher plays a key role in ensuring effective teaching occurs in a classroom. Studies have shown that one of the characteristics of highly effective mathematics teaching and learning is a learning climate (see for example, Elias, M. J., Arnold, H., and Hussey C. S.,2003;Marzano, R. J.,2003 & Bransford, J.D., Brown, A.L., Cockling, R.R.,2000). Learning climate is a safe environment promoted and supported by the teacher in which high, clear expectations are established and positive relationships are fostered to promote learning; and active learning is emphasised. In this climate, teacher creates learning environments where students are active participants as individuals and as members of collaborative groups and their work is valued; motivates students and nurtures their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect. Teacher also encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students. Teacher effectively allocates time for students to engage in hands-on experiences, discuss and process content and make meaningful connections. What's more this teacher designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are a natural part of learning.

Furthermore students are expected to actively participate and authentically engaged and used as a learning tool. They also collaborates/teams with other students; exhibits a sense of accomplishment and confidence and takes educational risks in class.

Such a learning climate is even more important in primary school where foundation is laid, though it is yet to exist in most schools in Tanzania. The learning climate will affect the quality of mathematics offered in the classrooms. As UNICEF recommend in their manual for child friendly school (UNICEF, 2009), learning environment plays a crucial role in good performance of a child.

2. Background of the study

In the implementation of international rights of the children, education of children is compulsory. From a child's rights perspective there are a number of overarching prin-

ciples that relate to education. Education is a right, but also an enabling right, a right that facilitates children and adults access many of their other rights throughout their lifetimes.

Education also must be available without discrimination. But it is not merely a concern with quantity. Children have a right to a quality education that will serve as the basis for lifelong learning.

In addition, education must address the **best interests** and ongoing **development** of the whole child. This means that, in addition to being child centred, education is much more than attention to cognitive development. It is also concerned with the child's social, emotional, and physical development. Education must accord dignity to every child. Thus, respect as a value is critical (UNICEF, 2007).

2.1 The scope of child rights in Tanzania

Tanzania ratified the UN Convention for child rights in 1991 and the African Charter and the Rights and Welfare of the Child in 2003 also has put in place the Child Development Policy in 1996 (URT, 1996) and enacted the landmark law of the child in 2009 (URT, 2009). The ratification of the convention followed by establishment of policies, legislation, services, resources and administrative reform meant to ensure that the right of the child is upheld and the implementation of Child Rights Convention (CRC) are in place.

Ratification of regional and international Conventions on the rights of a child in itself is an important step in recognition of the child in the country. The enactment of the law of the child which is a very recent product of the Parliament of Tanzania, and the policy on the development of the child give provisions for child protection against all kinds of humiliation in the country. Tanzania's leading children's organizations have joined The Children's Agenda, an initiative that aims to ensure children's issues were well represented in the October 2010 elections, featuring in party manifestos and commitments of the future government.

Ratification of the convention and having a law is one thing but their implementation is quite another. The country to some extent has managed to implement article 28 and 29 of CRC. The 3 Ps (Provision, Protection and Participation) have been implemented though to some extent. Primary education is free for all, secondary education is mostly free and parents have to pay about 15 US$ annually as capitation fee. Secondary education is not yet provided free for all, only about 50% of those who complete primary education joins secondary education. However there are challenges to ensure respect of views of children are observed and parents/guardians/teachers are always acting in the best interest of the children. Corporal punishment has been abolished to some degree.

Heads of school are allowed to cane children under certain circumstances; teachers are not allowed to cane a child though they still do it. Psychological punishment is practiced in schools and many teachers and parents do not consider it as punishment as long as it is not physical. Participation of children in decision making in school and classroom matters is still limited.

2.2 Mathematic Problem in Tanzania

Mathematics has long history of being a badly performed subject in Tanzania though it forms the bedrock of mathematics and technology. Table 1 and 2 summarizes the national examination results for mathematics at PSLE (Primary school leaving examination) and GCSE (General certificate for Secondary examination) levels respectively for some years. For primary school examination, the number of passing students is unfortunately not getting better. From the table the average pass is 41.5% for students who passed the final exam in those five years. On average, only about 28% of secondary school students passed the examination, but this is very low. At higher levels, the percentage is higher, but the number of students now is very few. The specialisations that suffers most for the deficiency are mathematics and engineering, and to some extent commerce and business.

Table 1: General Performance of Mathematics in Primary School Leaving Examination

Year	Pass (%)	Fail (%)
2003	63.6	36.4
2004	33.4	66.6
2005	47.0	53.0
2006	45.8	54.2
2007	17.4	82.6

Source: National Examination Council (NECTA)

Table 2: Form Four National Examination Basic Mathematics Results: 1999-2009

Year	Pass (%)	Fail (%)
1999	26.8	73.2
2000	28.7	71.3
2001	24.5	75.5
2002	31.2	68.8
2003	26.9	73.1
2004	29.9	70.1
2005	23.5	76.5
2006	23.4	76.6
2007	31.3	68.7
2008	24.3	75.7
2009	17.8	82.2

Source: NECTA

Negative attitude and bad performance made many students shy away from studying mathematics or mathematics related subjects at tertiary level. However, Mathematics is compulsory at post-primary education and its knowledge is assumed to be essential for all members of our society. Mathematics competencies are seen as a critical determinant of the Post-Secondary educational and career options available to young people (Ojo, 1986). Other researchers such as Barrow and Woods (1987) emphasized the need to make mathematics a compulsory subject at the primary and secondary levels if scientists, technologists and engineers are to be produced. These arguments and the like put pressure on the government to ensure mathematics remains core in the education system, though performance in general is very poor. Many reasons have been given as to why mathematics is performed poorly (e.g.Kitta, 1994 and Lulandala, 2004). Obodo (2000) and Kitta(1994), lamented about the poor state of mathematics instruction in Tanzania and averred that the problem of quality of mathematics instruction and learning are from diverse sources. The teacher has been accused to be responsible for the low quality of student performance in our schools (Cooney, 1994, Lulandala, 2004). Others have blamed students for their learning problems or learning difficulties. Research indicates that there are a number of reasons these students experience difficulty learning mathematics (Mercer, Jordan, & Miller, 1996; Mercer, Lane, Jordan, Allsopp, & Eisele, 1996; Mercer & Mercer, 1998; Miller & Mercer, 1997.). These reasons include: lack of confidence, being passive learners, memory problems, attention problems, cognitive/metacognitive thinking deficits, and mathematics anxiety. All these contributed to low motivation and negative attitude towards mathematics hence poor performance.

2.3 Teaching of Mathematic in Primary Schools

The curriculum documents in all basic education levels state categorically that the curriculum is learner-centred but in school teachers practice teacher-centred teaching methodologies. Traditional didactic approaches which are teacher-centred in nature and teacher control methods of instruction are very popular, for their easiness to implement and support from traditional cultures. Children are taught largely through rote methods, sometimes receive incorrect instruction or skip areas that are not confidently understood by teachers. These classroom practices violate articles 3, 13 and 14 of child rights convention.

Maths is perceived by many children in Tanzania as complicated and difficulty due to poor teaching, as a result children fall victims of lacking real mathematical understanding and useful problem solving skills. They do not understand maths and the language of numbers, they do not see the point of it and can not use it to improve the quality of their life. Eventually they abandon mathematics completely some at primary school but most in higher levels of education.

This project was not working in isolation but a continuation of other CRC projects established in the country. The project which was closely related to this work was done by batch 11 on Girls participation in Mathematics subjects at secondary level. From that project it was very clear that children have poor foundation of mathematics and mathematics in early years of education. Though the results in table 2 above indicate poor performance in mathematics, it is of little use to discuss mathematics problems at secondary level while the foundation is not solid. Therefore this project intended to address some of fundamental issues in teaching and learning of mathematics at primary school level.

2.4 Problem project intended to research and solve

Mathematics has always being regarded as a difficulty subject at different levels. Children find it abstract and de-contextualised. Traditional teacher-centred approaches practiced in schools hardly involve children in creating their own understanding of the subject. Most parents distant themselves from school believing teaching and moulding the children in liking mathematics is the duty of the teacher. All these and other factors hinder effective teaching and learning of mathematics. The question is, was it possible to develop a programme in primary schools that will involve teachers, parents and students in creating conducive learning environment for mathematics that will eventually improve students' interest, motivation and in due course improve performance?

3. Purpose

The broad aim of this project was to improve teaching and learning of mathematics in primary schools through more participatory approaches. Specifically the project sought to:

- To find out the current status of primary school pupils participation in learning of mathematics in Tanzania
- To find out the CRC gaps in the teaching and learning of mathematic in Primary Schools in Tanzania
- To develop a Child Right Based exemplary mathematics learning programme(to establish child friendly teaching/ techniques among mathematics teachers)

4. Methodology

This project adopted developmental research design approach. Richey and Nelson (1996) contends that, the developmental research is the systematic study of designing, developing and evaluating instructional programs, process and products that must meet the criteria of internal consistency and effectiveness. Van den Akker and Plomp, (1993) define the developmental research by its two fold purpose (i) Supporting the development of prototypical product (including providing empirical evidence for their effectiveness) and (ii) generating methodological directions for design and evaluating of such product.

Developmental research is a cyclic process. Different phases of prototypes, which are to be evaluated, have to be created in a cyclic process until reasonable and acceptable exemplary lesson materials or in-service training is achieved. The design and development phases are expected to evolve around three evolutionary cyclic developments of both lesson material prototypes and in-service programs. The in-service programs were in-house training of mathematics teachers in the school and the training includes design and implementation of lesson plans that foster collaboration and active learning, creation of learning climate.

Basically developmental research is *Learn by doing* type of research which revolves around first trying the proposed program/lesson, then evaluate the effectiveness, afterwards modify program/lesson based on evaluation results, and try the program/lesson again till perfection is attained. Thus, development research approach is:
- Cyclic research process
- Prototypes are developed in the cycles except for the final one
- The prototypes are formatively evaluated

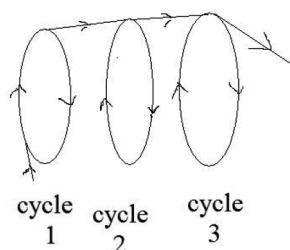This cyclic process is summarised in figure 1.

Figure 1: The three cycles of developmental research

In the school where the project was done, the cyclic in-service program was done to one class (standard V) this year. The children involved in the study this year will be

followed in their performance in mathematics for next two years when they will be completing primary school education. Though the project has carried out to only the two cycles of development (small scale tries out); one more cycle will be carried out between September and December 2012, before the results are shared with other classes and possibly other schools.

4.1 Area of the project

The study was being conducted in one primary school in Dar es Salaam Region. This school was formerly owned by Dar es Salaam municipality, however since July 2011, the ownership was transferred to University of Dar es Salaam. The school was purposely selected because, first it is accessible by the project team members hence easy to meet teachers and students; secondly it is much easier for project team members to use the school as exemplary in future to disseminate results to other nearby schools or even to the whole region because of its strategic position.

4.2 Needs analysis

Before the first cycle was developed, needs analysis were done. This involved visiting the school, meeting with school head, meeting head of mathematics and mathematics teachers, talking to children, observing some mathematics lessons and interviewing mathematics teachers. This was done to establish the status of mathematics teaching in the school and some of CRC gaps that existed in the school. It was agreed that grade five was more appropriate level for the work and three grade five mathematics teachers agreed to participate in the project. Also the topic "Geometry" was selected as a starting point, though other topics followed later. There was nothing special about the school, so it was assumed similar needs could be recognized in other schools when the findings are tried in other schools.

4.3 The design of the participatory lesson and trial out

The prototype participatory lesson plans were designed, developed and tried in the school by the three teachers and project owners. In the training of teachers and classroom try-outs, indirect teaching strategy was emphasised. In this strategy the lesson always begin with children's experiences and end up with facts or principles to be mastered, and in between learning, understanding and skills are developed. However, teachers were also free to change the teaching strategy and use others where conditions favor. The necessary corrections are yet to be made in order to make sure teachers during the teaching they use different teaching techniques to enhance participation of pupils in learning mathematics. Also involvement of parents in the whole teaching and learning

is yet to be done. Discussions with teachers on how to engage parents has been done, now is the matter of implementation.

4.4. Data Gathering Techniques and Instruments

The choice of the techniques used in this study was dictated by the tasks and key questions for which data and answers were gathered by particular instrument. The most desirable approach with regard to the selection of appropriate techniques for data collection depends on the nature of the particular problem and on the time and resources available. The study employed both qualitative and quantitative collection techniques. The Former dealt with opinions, beliefs and attitudes which were collected through interviews and questionnaire while the later dealt with analysis of data from the lesson observation checklists and questionnaire.

There is a large range of types of questionnaire, although the main types as stipulated out by Cohen and others (2000) are structured, semi-structured and unstructured questionnaires, which may be closed-ended or open-ended. In this work structured closed ended questionnaires was used to collect data from pupils (students) on their perception of mathematics.

An interview is a data collection technique that involves data collection through direct verbal interactions between the interviewer and interviewee (Masawe, 1995). It is an interchange of views between two or more people on a topic of mutual interest (Cohen, et. al., 2000). Interview was used to collect view from teachers about their experience with the new approaches in the classroom where CRC values are also considered.

In observations, the researcher is given an opportunity to look at what is taking place in a real situation of the problem under study. It helps a researcher to see things that might otherwise be unconsciously missing or those ideas that participants might not freely talk about in an interview situation. Stressing on the use of observation instrument in data collection, Cohen and co-authors (2000:305) put it this way:

> "Observational data are attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situations…we cannot study the world without being parts of it"

Observation checklist was used in classroom to observe how teachers were managing and interacting in the classroom in addition of their teaching ability. This information was very useful in deciding the next step in the cyclic process of the design.

5. Results

The results presented are divided into number of subsections which are closely related to the objectives of the project.

5.1 Needs analysis results

After visiting the school then talk to the school head, head of mathematics unit, mathematics teachers and some children in their class following observations were made. Some of these observations later guided the design and development of the in-service programs and exemplary lesson materials.

- *Poor active participation of children in learning* – not all children were actively engaged in the mathematics lessons. Some teacher claimed those students had low confidence and poor self- esteem hence poor participation because their lower performers in the class.
- *Authoritative teaching* – teachers were very authoritarian and were walking around the class with cane to threaten a child which misbehaved. The teachers believed that without a can children will always misbehave, and the only way to ensure discipline in the classroom was to threaten the child with stick or sometimes to can who were regular offenders.
- *Insufficient resources* – the classrooms had very few textbooks, let alone other amenities that may be considered as luxuries such as teaching aids including, models, manila sheet, etc.
- *Very little participation of parents in children learning-* the team was told that most parents are hardly cooperative in issues pertaining to their child education. The parents claimed to be busy and have no time to make closer follow-up of their children progress in school. These parents believe it was the responsibility of teachers to take care of the children during the day time.
- *Negative ways to discipline children-* also observed was how children were punished physically and verbally. Though there was no serious abuse, but it was clear that there exist mistrust between children and the teachers. Teachers did not know better how to discipline children positively and children either did not know the consequences of not keeping their responsibility clearly.
- *Complains of teachers about pupils deterioration of interest in mathematics by years* – the head mathematics together with his teachers complained of lack of interest of mathematics by a good number of children. They could not pinpoint good reasons as to why this was happening. But later on when the team was talking to the head alone, he admitted the competence of some of his teachers could be one of the contributing factors. Some teachers he said, are very good in reproducing worked examples in the textbook but do not like to be asked questions, those same teachers may give tasks

from the textbook to children and look for the answers to correct the tasks without reflecting on the answers.

5.2 Awareness of child rights

After talking to children and teachers, the change agents realised that they were aware of many rights of children. After inquiring more about the source of that knowledge, the children said, they were good followers of many programmes on television which are sponsored by non-government organisations (NGO'S) on children rights. Some of the findings were:

- Teachers and children were aware children have the right to education that allows each child to receive instruction, to enjoy a social life, and to build his or her own future. They are aware this right is essential for economic, social and cultural development.
- Children were also aware of their right for protection though there are many incidences of abuse of this right reported on television and other media especially in mining areas and in rural areas.
- The Children were aware on their freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully but this awareness was found to be low. The low awareness affects their contribution and participation in the whole process of teaching and learning. The culture seems to have played role in this.

5.3 The effects of training and lessons on classroom practices

The results will be discussed in many facets relating to in-service training and exemplary lessons. 130 children participated in the study who were taught by three female teachers.

5.3.1 Perceptions of children on mathematics

The findings from children questionnaire indicate that most children perceived mathematics positively. 80% were self confident and mathematics did not seem to be difficult to them. 70% think they could get good grades in mathematics and felt secure when doing mathematics. However 60% agree the subject is hard and 25% indicated that they score worst grades in mathematics.

It was interesting to find out that at that level of education, gender was not an issue in mathematics teaching and learning. 85% of children believed both boys and girls can equally do well in mathematics, it was an appropriate subject for both and girls who were genius in mathematics were not seen as peculiar by others. Collaboration among

the children was not seen as a problem and in the classroom teachers treated boys and girls equally.

However, it was not very clear to many children about the relevance of mathematics in their life. A good number (55%) indicated mathematics has relevance in their life, but very few (26%) pointed out mathematics will help them in earning a living and 30% indicated they need mathematics in their future work.

5.3.2 Teachers' view on the training and its effect on classroom practices

Teacher thought the training equip them with new skills on how to handle cooperative learning and active learning teaching strategy. They think the training brought a new meaning to mathematics teaching and to children what it means to know mathematics. One teacher said "*the training made me to realise students must be given opportunity to study, discover, and invent many patterns of many different types while in the process of learning before they eventually know mathematics*". Another teacher commented about the cooperative learning this way "*I used to have unorganised group learning. But cooperative learning involves more than pupils working together on a task. It requires teachers to structure cooperative interdependence among the pupils. Now I know children have to work in small teams, each with pupils of different levels of ability, use a variety of learning activities to improve their understanding of a subject*". The teachers also mentioned the elements of group learning which to them they though were responsible for children realisation that each member of a team was responsible not only for learning what was taught but also for helping teammates learn, thus creating an atmosphere of achievement in their classrooms. They also mentioned children now work through the assignment until all group members successfully understand and complete it.

5.3.3 Actual practises of teachers in classroom

Observations of classroom practices confirm teachers' views in the interview, but also the change agents were able judge the extent those view were correct. Teachers were observed implementing different mathematics topics in the classroom over a time and the change agents noticed progressive improvement in their doing. There were areas where teachers had more success than others. Teachers were treating children equally, the level of children participation in the lesson increased, for example, they were more engaged in questioning and answering and in preparing the teaching aids. Children's works were also displayed on the wall and were told why works of such and such were exemplary. Children were asking more questions and teacher needed not to use canes to threat them in the class. Tasks given to children were more engaging mentally and they were working cooperatively.

However, there are areas where teachers need to improve. Children were hardly informed about learning outcomes early during the lesson, as a result it was difficult for them to self-assess and find the importance of mathematical concepts or principles

learned. Also teachers are still having difficulties making the subject matter meaningful by giving examples and tasks that are relevant to real life. Furthermore the questions asked by some teachers are sometimes not thought provoking enough.

6. Discussion and Reflection

When change agents began the project there was uncertainty whether there will be change of attitude among parents, teachers, and some pupils toward children's active participation in teaching and learning mathematics; uncertainty about adoption rate of CRC concept among school administrators and some teachers; the effects of traditions and culture that still hinder children the right to express an opinion, to be listened to and to participate in decisions which affect their well-being. However, the findings indicate positive changes in teachers, children and to some extent parents, though the changes are slow. Change is difficult thing and it will take time, so whatever has been achieved in this short time is satisfactory, and commendable.

More time is required for teachers to practice and to be mentored to acquire knowledge, skills and habits in areas where they are weak, but even to be stronger in areas where they have shown progress. With time and availability of resources, teachers can change the learning climate to a better one. Children also are now participating more in their learning, and that contributed to their liking of mathematics.

Availability of essential teaching and learning resources is still a challenge to teachers and school. The availability of such could be facilitated by participation of parents in the running of the school. During the project, the school together with change agents managed to meet once with most parents, and parents express willingness to work more close with the school administration. More textbooks are now available than when the project started, but they are not enough and are not the only resources required.

Parents could also be encouraged to participate more in helping children learn mathematics, but also motivate them in many ways to like mathematics, instead of themselves being negative about the subject. Lack of parents participations in bring up the children to like mathematics has been one of the complains of teachers in the interview.

7. Way Forward

The project so far has just began in one school, but in one class. The change agents have plans for future, to ensure the ideas that emerge from the pilot study are sustained and are spread to other schools.

- The change agents have agreed with the school to monitor the children progress in mathematics till when they finish primary school but also compare their mathematics final examination results with previous cohorts. To ensure the monitoring is done properly, the change agents will work with them again next year with a new set of teachers and a year after with another new set of teacher. This means in three years time the change agent team will be working in three classes with three different sets of teachers.

- The change agents also plan to work with the teachers from the school and spread their success in other schools in the neighbourhood. This will require resources and teacher's motivation. It is not yet clear how this will work out, but there are possibility getting support from other education stakeholders once positive results are obtained, and the word spread out.

- The team also plan to document the process and publish the results to bigger audience after this group of students have completed their primary school successfully with high grades in mathematics.

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9. Appendices

Appendix 1: Classroom observation form

Guiding statements in the observation	SA	A	N	D	SD
Teacher treats all pupils in their classroom equally, irrespective of sex, social-economic background, physical and learning ability					
Classroom is displaying pupils work					
Pupils and teachers interact easily and feel at ease to share their views and opinions					
Level of pupils' participation in classroom-based decision making process is satisfactory					
Teacher adapting the curriculum to reflect local culture + knowledge					
Teacher uses Child Centred Teaching approach in the classroom					
Teacher takes actions to ensure each child achieves mathematics mastery level					
Teacher continuously use classroom based assessment to pupils					
Pupils participate in making and using teaching aids					
Teacher ask questions that require thought provoking answers					
Pupils are given enough time to think of a reply					
Pupils work in groups collaboratively					

SA=Strongly Agree A=Agree N=Neutral D= Disagree DA = Strongly Disagree

Were the pupils informed about learning outcomes early during the lesson
_____

Which lesson objectives were achieved?_____

Which lesson objectives were not achieved?
_____

What evidence were there that pupils were interested/ not interested?_____

Appendix 2: QUESTIONNAIRES FOR STANDARD V PUPILS

This is questionnaire for pupils in the project of improvement of performance in primary school mathematics. The aim of this project is to develop recommendation for mathematics teachers on how to encourage pupils to participate in learning mathematics at primary level and to continue with mathematics and science carriers.

Your stream ………………. Sex ………

Instructions:
The following statements states how you think and feel about mathematics. Please read each item carefully, and put an X in the box which best describes you.
SA = Strongly Agree; A = Agree; D = Disagree

	SA	A	D
I have a lot of self-esteem when it comes to mathematics.			
For some reason even though I study, mathematics seems usually hard for me.			
I'm not the type to do well in mathematics.			
Generally I have felt secure about attempting mathematics.			
I can get good grades in mathematics.			
Mathematics subject can mainly be done better by boys than girls			
Mathematics has been my worst subject.			
It is hard to believe girls could be a genius in mathematics.			
Studying mathematics is just as appropriate for girls as for boys.			
When a girl has to solve a mathematics problem, it is shame to ask a boy for help.			
Girls who enjoy studying mathematics are a bit peculiar.			
I would need mathematics for my future work.			
Knowing mathematics will help me earn a living.			
Mathematics which I learn is of no relevance to my life.			
Teachers are bias to boys when teaching mathematics			

THANK YOU VERY MUCH

Appendix 3: Teacher's Interview

This is interview for teachers who participated in the project of improvement of performance in primary school mathematics. The aim of this project is to develop recommendation for mathematics teachers on how to encourage pupils to participate in learning mathematics at primary level and to continue with mathematics and science carriers. Your views will be kept confidential and only used for reporting purposes of the project.

Question 1

How useful was the training in your classroom practices? Can you mention areas which you think you have benefited most?

Question 2

Performance of mathematics in this country has always been a problem. What do you think are the causes? How has the training address some of those causes?

Question 3

Children interest in mathematics has been waning recently. What do you think are the reasons? How has the training enabled you to address some of the causes? Do you think your students now perceive mathematics better after the training?

Question 4

What is your advice to parents pertaining their participation in teaching and learning of mathematics in this school?

APPENDIX 4: Few examples of activities which children learn and apply mathematics

PARAMETER AND AREA LESSON

This is a lesson a teacher did. First the teacher had the children trace their hand, open or closed or both, on a piece of graph paper. To find the area, they would need to count the squares inside the outline. There were many whole squares they could count, but there were also be halves and fourths they needed to put together to make a "whole". Then they used a piece of string or yarn to measure the outline of their hand. Using a ruler, they measured the amount of string that was needed to go around the perimeter.

ADDITION AND MULTIPLICATION

On average villages spend 958904 shillings daily for purchasing food. Out of that money 767123 is spent on purchasing vegetables. In one week the villagers spend how much on vegetables? How much do the villagers spend on non-vegetable food items?

DIVISION

Mwenge Primary school has total number of 788 pupils. Children were given free T-shirt to commemorate Independence Day. The T-shirts were of red, yellow and blue colours. How many students got red colour T-shirts.

Appendix 5: How the project was planned

Project Title: IMPROVEMENT OF PERFORMANCE IN PRIMARY SCHOOL MATHEMATICS		Project duration: 3 years			
Purpose (aim): To increase primary school children ability to real mathematical understanding and use for problem solving					
Activities		**Outputs** (short-term results)	**Outcomes** (medium-term results)	**Monitoring Tools**	**Time**
1. Sensitization	*Results*	- Agreement about training with school principal - Meeting with teachers to discuss and agree on the importance of having the training and status of mathematics in the school	Aware ness in: - Source of mathematics learning - New teaching methodologies that engage children. - Participation of children in learning of mathematics	Observation schedule	June 2011 (Output) January 2012 (outcome)
	Indicators	- Letter of acceptance from school principal - List of participants in the meeting with teachers	Observation of: – lesson plans – Changes in teaching approaches – More participation of students in classroom	*Output* As outcome indicators *Outcome* As outcome indicators	June 2011 (Output) January 2012 (Outcome)
2. Training	*Results*	- trained teachers on new teaching methodologies - teachers trying the materials and methods in their classroom - Photographs of trainees and trainers attending the training	- Teacher's own developed teaching materials - Expanded teaching materials beyond topics introduced in the training	Observation Schedule	*July – August 2011*

Stage		Indicators / Results	Verification	Output	Output	Timeframe
	Indicators	- Training programme - Training materials - List of participants in the training	- Lesson plans reflecting knowledge and skills acquired in the training - Teaching materials reflecting knowledge and skills acquired in the training - Children's notebooks - Active participation of children	*Output* As for outcome indicators	*Output* As for outcome indicators	*July – August 2011*
3. Classroom implementation	Results	- use of the training in daily classroom practices - children participating in learning process - more motivated children who love mathematics and use it to solve problems - better results in mathematics performance	- The teaching approach is student-centred - Students are fully participating in teaching and learning process - Improved performance in mathematics.	- *Observation schedule* - *Student questionnaire* - *Documentary review (lesson plans)*	*Output*	*August – September 2011*
	Indicators	- Observation to assess active participation of children, freedom of expression, teachers engage learners. - Questionnaire for children - children performance in homework and monthly tests	- Teachers demonstrate leadership skills in content delivery, group dynamics, etc. in classroom. - lesson plans - competent and confident children - improving test results	*Output*		*August – September 2011*
Pre-evaluation	Results	- increased number of children actively participating in mathematics learning - Teachers have mastered new teaching that provide quality mathematics and allow children fully participate.	- Student demonstrating of critical thinking and problem solving skills related to real life. - Mastery of the new teaching methods, development of new lessons using the learned methods	- interview sampled students - Concept test - Classroom observation - Documentary review		Nov. 2011 – May 2012

Indicators		Output	Output	Nov. 2011 – May 2012
- The extent children are engaged in the whole lesson e.g. numbers of questions asked by teachers, answering open ended questions, appropriate group learning, etc. - Increased number of children who understand in mathematics and can apply it in solving problems	- motivated students eager to learn mathematics - clear understanding of mathematics concepts - Confident teachers willing to lead the class - Lesson plans and lesson materials (lesson notes) reflecting training philosophy.			

Zambia

Establishment of School, College and Class Councils, a Pilot Project in Four Basic Schools and one College of Education

Valentine Yumba, Catherine Kunda Simunyola and Susan Siwala Katongo

1. Frame of Reference

Every child has a right to their childhood. The environment in which they live and grow should be one free of exploitation, violence, neglect, and extreme poverty. In order for children to experience childhood to the fullest and develop into healthy citizens who would contribute positively to national development, they need education, health services, consistent support systems as well as love, hope and encouragement. They need to be provided with relevant and quality education and other basic facilities. They need to be protected from all forms of abuse. Furthermore, they need to be given the opportunity to participate in making decisions in all matters affecting them.

Zambia is a signatory to the Child Rights Convention and since the adoption and ratification of the Convention on the Rights of the Child; much has been accomplished for children. Several programmes have been put in place with a view to improve children's well-being. For instance, information dissemination programmes on child rights issues were organised and carried out through various communication media such as community radio stations, national television and newspapers. In addition the aspect of child rights has been captured in the school curriculum under such subjects as Civic Education at high school and Civics at upper basic school levels. At college level, it has been integrated into study areas, especially in Social, Spiritual and Moral Education Studies. Such programmes have helped to raise awareness amongst Zambian citizens.

Various government ministries such as Ministry of Health, Ministry of Local Government, Ministry of Community Development and Ministry of Education have integrated issues of child rights in their work plans. The Ministry of Education has addressed issues of child rights through such policies as the 'free education' policy, school health and nutrition policy and 're-entry' policy. This shows government's commitment in implementing child rights convention recommendations.

Child rights education has also been strengthen by the work of the earlier change agents through class and school councils which have so far been established mostly in high schools. Mrs. Getrude Mwape, lecturer at University of Zambia, initiated the idea of school councils through the Tool Kit booklet she and her colleagues have written. The booklet contains guide lines on the establishment of the councils.

Most of the programmes or interventions which have been undertaken so far put much emphasis on articles related to provision and protection. The aspect of participation of children in decision making has been accorded less attention. For this reason, Change Agents who have undergone training in Child Rights, Classroom and School Management have so far been addressing the aspect of participation of children in decision making in high schools. On the Copperbelt Province, Batch 7 team piloted the establishment of school councils in three high schools. Batch 10 change agents later focused on evaluating the impact of child rights on the three piloting schools and made the following recommendations in order to improve the child rights situation in Zambia:

- Need to organize workshops to oversee child rights
- School councils must be introduced to schools at lower levels, i. e. Grades 1 to 7
- Government must implement article 4 – budgetary aspect towards child rights
- College lecturers must be actively involved in the child rights training.
- Change agents must form an association in order to share experiences
- Re-launch of 'Education for All' to include aspects of child rights

In the Northern Province the team has managed to sensitize teachers and headteachers through their project 'Raising Awareness on Child Rights through formation of School and Class Councils'.

Central Province change agents have also contributed to the realisation of child rights through their project entitled, 'Impact of Civic Education in the Transmission of Child Rights'. Head teachers, teachers, pupils and the community at large have all been sensitized. However, there is need for continuous sensitization of stakeholders and also to strengthen child rights clubs in schools in order to ensure pupil participation in matters affecting them.

Batch 14 focused on establishing class, school and college councils in four basic schools and one college of education respectively.

2. Purpose of Project

The project had a two-fold purpose;
(i) To provide knowledge and skills that will enable basic school pupils to participate in decision making activities in their learning institutions.
(ii) To equip college students with knowledge and skills of strengthening pupils' participation in decision making issues.

3. Methodology/Activities Done

- **Meeting as batch 14 change agents:**
  Meeting was held on 13th June, 2011. The purpose of the meeting was to compile a summary report of our phase two training experiences in Sweden for our supervising officers namely the Provincial Education Officer, the Principal Education Standards Officer, the District Education Board Secretary, the Principal of Kitwe College of Education and the Education Officer for Teacher Education.

- **Reporting to Authorities:**
  Following our meeting on 13/06/ 2011, a report was given to our supervising officers. We shared with them the vision of our project. During this meeting batch 14 shared their project vision with batch 10 change agents and requested them for continued support in implementation of the project.

- **Meeting With Other Change Agents:**
  This was done on 18th July, 2011 at Kitwe Provincial Teachers Resource Centre. The purpose of this meeting included; debriefing batch 10 change agents about our phase two training in Sweden, review of the project plan, reporting to the national coordinator and Permanent Secretary for Ministry of Education and to prepare for the baseline survey. During this meeting batch 14 shared their vision with batch 10 change agents. The change agents expressed their willingness to support the implementation of batch 14 project.
  The vice national coordinator was mandated to submit our report and project plan to the national coordinator and the Permanent Secretary, Ministry of Education. The project plan was revised by adjusting the dates for activities. Preparation for baseline survey was postponed to the following day, 19th July, 2011.

- **Preparation for baseline survey on July, 19th 2011:**

  Sample schools were selected in Kitwe and Chingola towns only because we were behind schedule. The survey was also planned to be conducted at Kitwe College of Education. Focus of the survey was on the two indicators for output in our project plan and questions for the questionnaire and interview schedule were based on the same.

- **Baseline survey:**

  This was conducted in the last week of July and in September, 2011. It was not done in August as per project plan because schools were on recess. The survey was conducted in four basic schools and at Kitwe College of Education. The four basic schools were Nakatindi, Matero, Mama Monty and Buntungwa.

- **Analysis of baseline survey data:**

  This activity was done on 30th September, 2011.

  In relation to our first project output, the following were our findings:
  - The level of awareness about child rights was very low
  - College lecturers had high knowledge on children's rights
  - Pupils had very little knowledge gained from what they learn from their teachers in class and college students also had very little information from what they learnt from their lecturers.
  - Teachers were just basing their teaching of child rights on what is found in the text books.
  - Only one school out of the four schools visited had a child rights club (Nakatindi basic School). The membership in the club was however very low, only a small percentage of learners had access to wider information about child rights.
  - School councils were non-existent in the basic schools and at Kitwe College of Education.
  - Prefects bodies were existing in basic schools.
  - At the college there was what is referred to as Student Representative Council whose operation was different from that of a school council establishment.

  In relation to our second project indicator for our survey output, the following were our findings:
  - Pupils are not given wider opportunity to participate in decision making.
  - On average, college students participate in decision making through their student representative council.

- **Participated in the Malawi Progress Review Conference in October, 2012.**
- **Sensitisation workshop** for college lecturers and students representatives on child rights and school councils. This was carried out on 23rd February, 2012 at Kitwe college of Education.

- **Sensitisation workshop for our supervisors**, Senior Education Standards Officers, District Education Board Secretaries, headteachers, principals, and Provincial Resource Centre Coordinators in child rights and school councils. This was done on 27th and 28th February, 2012.

- Participated in **School council review workshops** together with the pilot basic school representatives so as to identify strengths and weaknesses in implementing school council activities and also to identify teachers and pupils who would assist in training their counterparts in basic schools.

- In March, 2012, we **visited the pilot basic schools and the College of Education** together with our mentor, Dr. Bodil, in order to monitor progress of establishing school councils and to provide additional support according to the needs of the specific institution.

- Held a **National School Council Review and planning Conference** at Moba Hotel in Kitwe in conjunction with all Change agents in our country. All Districts on the Copperbelt province were represented. In addition all batches of change agents across the country were represented. The workshop helped in strengthening activities of school councils in our pilot basic schools and the College of Education. This activity was done in March, 2012, when our mentor came to visit us. During this workshop, each province had to elect its regional Chairperson, Vice chairperson and secretary. In addition all change agents had to vote for a national secretary since the national chairperson and vice chairpersons were already in office.

- **Planning meeting for training of teachers, college lecturers and link teachers.**
  This was done on 6th and 7th September, 2012 in liaison with batch 10 and 16 change agents and the office of the Provincial Education Officer. There was a wider period between this activity and the previous one due to circumstances beyond our control e.g. bereavements and illness amongst the batch members.

- **Training of teachers and link teachers in child rights, leadership and school councils.**
  This activity was carried out from 18th September to 26th September, 2012. The four pilot schools participated in the training programme together with two other basic schools in Kalulushi District. The two basic schools were added on to the team of piloting schools because of strong appeal/ demand from the Kalulushi district Education Board secretary, Mrs Misozi Mwenya who participated actively in our sensitisation and training workshops felt that it was important to include schools in her district to help maintain order in the schools. Each of the three districts was trained separately.
  Training for the college lecturers and students was scheduled for December, 2012 due to constraints in the college calendar.

4. Results

- Circulation of training report and project plan to our supervising officers, the Provincial Education Officer, the Principal Education Standards Officer, College Principal, District Education Board Secretaries, Education Officer- Teacher Education Department and to other change agents. This made them become aware of our project plan and to share our vision of the plan. Our supervising officers have provided continuous support through providing time, financial, professional and moral support to the project.
- Obtained data on levels of awareness by teachers, lecturers, pupils and students and levels of participation of children in decision making through the baseline survey that was conducted.
- Through sensitisation workshops held, key stakeholders have increased knowledge on child rights, and class and school councils.
- Sensitisation and Training workshops for lecturers, college students, teachers and link teachers from the four (plus two) pilot basic schools. This helped in increasing their knowledge on child rights and school councils and in the establishment of class and school councils in the six basic schools. It has also increased participation levels of basic school pupils in decision making within their learning institutions. Trainings conducted have assisted teachers to understand their roles in class and school councils.
- Identification of competent link teachers and training of link teachers and school council leaders in leadership skills.
- Inclusion of two basic schools in Kalulushi District in our pilot project. These are Mitobo basic and Kalulushi Basic schools. This was necessitated by the request from the district education board secretary for Kalulushi district, Mrs. Misozi Mwenya after the sensitisation workshops.
- Held planning and review meetings as batch 14 change agents as well as with other change agents. This helped in evaluating progress of our project.
- Held a national school council review and planning conference. This helped in networking with change agents across the nation and strengthening children's' participation in decision making through class and school councils. It also strengthened the activities in our project.
- Teachers and parents have come to appreciate the benefits of positive discipline and children's participation through the trainings conducted.
- Establishment of class and school councils in six basic schools has increased participation levels of basic school pupils in decision making within their learning institutions.

5. Discussion

Most of the activities planned were carried out although not in the intended time due to circumstances beyond our control such as bereavements and illness. Our project has contributed to the realisation of child rights within basic schools and to the effective participation of primary and basic school pupils in decision making. The project as also contributed towards raising awareness on child rights in various stakeholders such as pupils, teachers, district education officers and provincial education officers. Shared vision with supervising officers and networking with other change agents provided a lot of strength for implementing our project. Team work amongst batch 14 members also helped in achieving most of our activities. To a large extent communication with our mentor has made our project to succeed.

However, a few of our planned activities such as training of lecturers have not been carried out due to challenges. These include busy schedules of our target groups, political atmosphere due to national tripartite election campaigns, involvement of batch members in the electro process, appointment to new position and change of working station, inadequate financial resources, timing of national examinations for pupils and students.

6. Way Forward

As batch 14, we intend to roll out class and school councils to all basic schools in Copperbelt province and to continue with the training of college students and lecturers so as to strengthen participation of basic school pupils in decision making within their learning institutions. We will continue networking with all change agents and other stakeholders in ensuring that class and school councils in basic schools receive maximum support.

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3. Summing up

In this chapter we, the Lund University mentors[1], are reflecting on some of the focus areas presented and conclusions drawn by the participants and the country teams in their final reports.

The word project is problematic since the change projects are supposed to run without a defined endpoint, and without special funding. Many of the projects have started change processes which will most probably continue and branch out, which is what happened in the previous 13 batches which included more than 100 country teams, with the first 10 teams starting in 2003-2004. We are deliberately as close to the existing texts in the final reports as possible. We are just summarising, categorising, comparing and highlighting what is already there.

1. Purpose/aim and target groups of the Change Project

In the matrix below (table 1) we have summarized all mentioned *purposes/aims* and *target groups* of the change projects in all the final reports of batch 14 to get a clear overview. Horizontally are the focused target groups and vertically are the purposes/aims.

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1   The Lund University mentors in the International Training Programme CRC, Classroom and School Management responsible for this summarizing chapter are Ulf Leo, Lena Andersson, Agneta W Flinck, Bodil Rasmusson and Per Wickenberg.

Table 1. Purpose and target groups of the Change projects. One change project can have more than one X.

Target groups	Teachers	Students	School council	Principals, School staff	Teacher Trainees	Parents
Purpose/aim						
Enhancing and increasing child participation in school environment	x	x				
Raise awareness based on participation, critical thinking and leadership	x		x			
Awareness and knowledge on CRC, to reduce bullying	x	x		x		
Knowledge and skills to enable participation in decision making	xx		x	x	*x*	
Build capacity to raise and solve problems					x	
Increase awareness of CRC in teaching and implement participatory approach	x			x	x	
Educate school community about sexual health to prevent abuse and change behavior	x	*x*				
Participation in mathematics and develop a learning programme based on CRC	x					

Some change projects are broader and cover more than one area or topic. To raise awareness, and gain knowledge of CRC are the most focused areas and the main target groups are teachers followed by students and teacher trainees. Increased participation – mainly by students, pupils or children – is a common denominator for most projects in batch 14. (see also section 2 below).

2. The three Ps and levels of Participants and the Change Project

In this summary the three administrative levels of education in society have been used as one of the points of departure for the recruiting principles for the three participants forming the country teams in this ITP: the *local* school and community level; *the provincial/regional level; and the national/state level* in society. [2]

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2   These words or concepts could be very different from country to country. The organisational principles of a state or a country – experienced, realised and learned so far – is very contextual. The same goes for Provincial and District levels in different countries.
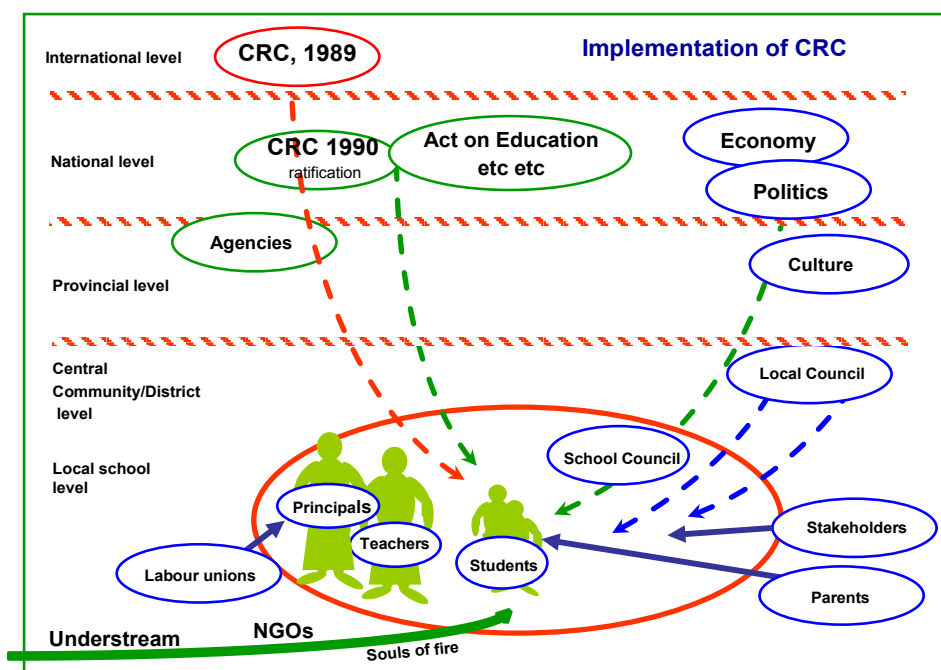
Figure 1. Implementation of CRC at three socio-administrative levels: National/State; Provincial/Regional, and Local School level (elaborated according to Wickenberg, 1999/2004).

The figure above helps to understand the complex processes of implementation of the application of CRC in the education sector at different societal-administrative levels and contexts in the different countries in this ITP. When starting to implement some new ideas and policy documents at the local level of society, you soon find that there already are existing social and professional norms, dedicated people and committed organizations (e.g. NGO:s) working with the issue at stake (forming the local undercurrent). One question is; what is happening, and what has happened on each level regarding CRC in the education sector when the change projects in this ITP have completed the first year of the change project and continue onwards. As previously mentioned, changing norms (legal, professional and social norms) can be viewed as *a key feature of capacity building* as well as the empowerment of excluded groups who are an important steering mechanism towards values, behaviors, attitudes and action patterns in society. In this section which deals with the summary of the countries and the change projects, the mentors are using the well-known Convention summary – the 3 P s which stand for *Participation, Provision and Protection* – as another point of departure and foundation on which to organize the material from the participating countries. These three categories of Ps are usually associated with Eugene Verhellen[3]. The mentors screen the

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3   Verhellen, E. (2000) Convention of the Rights of the Child: background, motivation, strategies, main themes. Bruxelles: Garant.

countries with the CRC-3P s perspective in the ITP on Child Rights Classroom and School Management.

Table 2. Shows the main focus (protection, provision and participation), and the starting point in the nine Change projects in batch 14 .(One team didn't complete the programme)

CRC-focus	Participation	Protection	Provision
Total	7	2	0

All projects in batch 14 use one, two or three Ps, more or less distinctive in the text. Seven projects have a main focus on participation and two take their point of departure in protection. Most projects use participation as a starting point and a means to also get provision and protection for the students/learners.

Positions of the Participants in the three socio-administrative levels
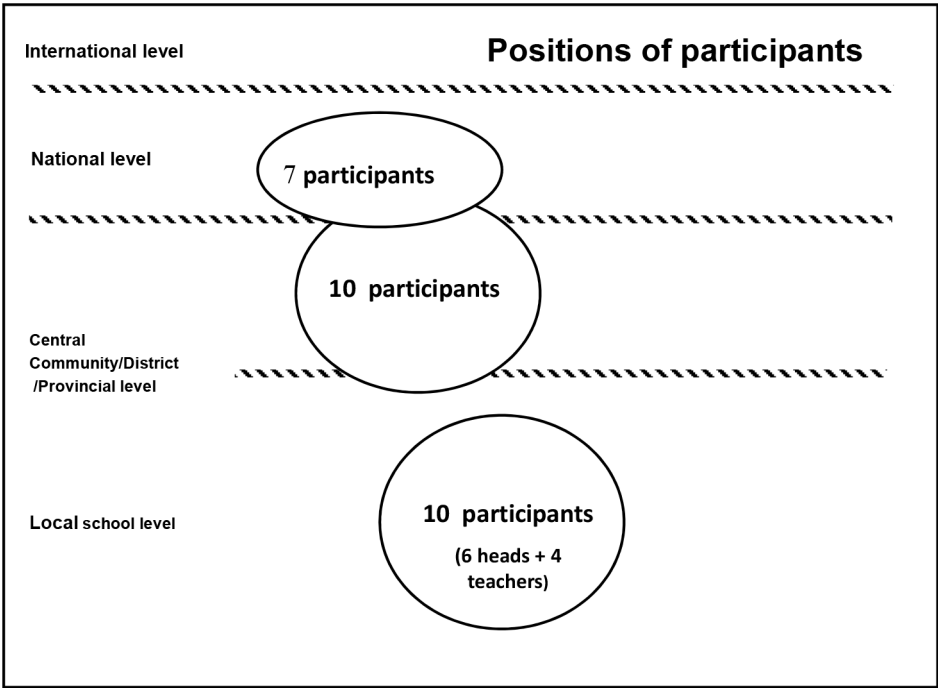

Figure 2: The Participants in batch 14 were recruited, as shown in this figure, from the three socio-administrative levels: National/State; Provincial/Regional, and Local School level.

The aim is that the participants in each team recruited to the training programme are professionally active at all three socio-administrative levels, as shown above in Figure 3. Ideally there should be approximately 10 participants at each level. The graph shows the distribution of the participants (27 out of 30) [4] in batch 14, and this time most partici-

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4   There are nine teams with final reports in batch 14

pants are representing the local and regional levels. Thus the teams lacking a participant from national or state level have to take this into consideration and plan how their efforts can be sustained and reach up to a national "policy-making" level.

The change projects and the three socio-administrative levels

In the chart below we summarize where the change projects started and/or where they're taking place using the same manner to plot the projects in Batch 14. Most change projects are only applied on one level. But some change projects are on two levels, targeting schools and teacher training. Some change projects start on the local level and spread to the next level. That is why we have XX change project positions on the three levels in the chart below – and not just 9, as is the number of teams working with the change projects in Batch 14.
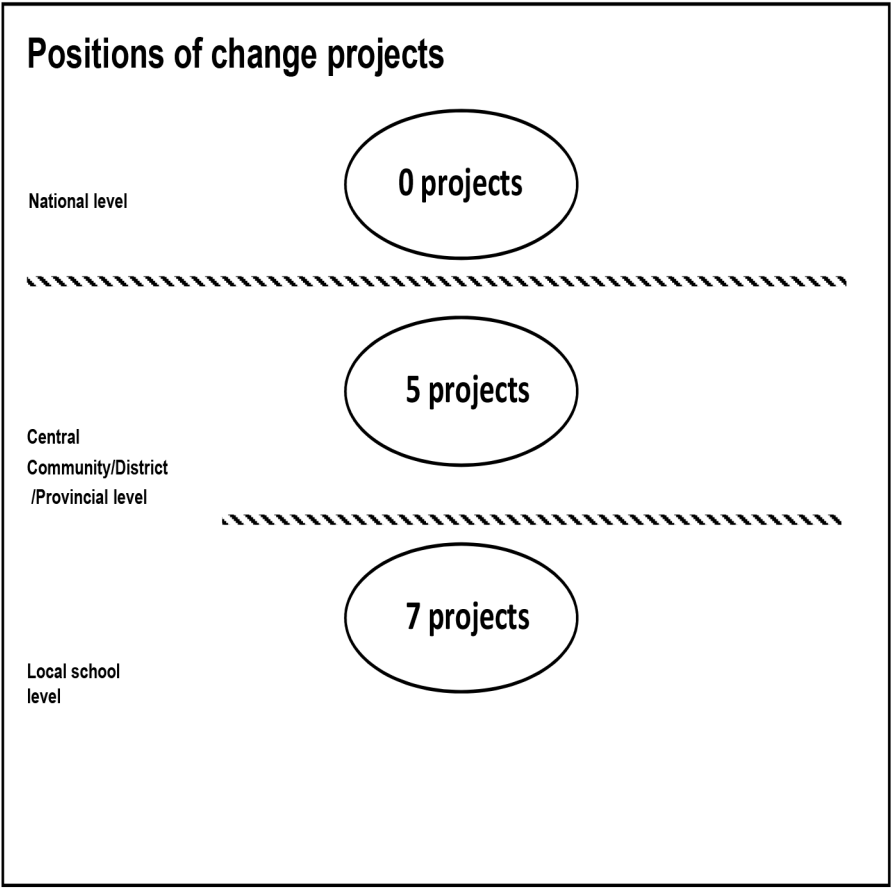
Positions of change projects

National level

0 projects

Central
Community/District
/Provincial level

5 projects

Local school
level

7 projects

Figure 3. The change projects in batch 14 are active on the three levels: National/State; Provincial/ Regional, and Local School level.

It is generally seen in this ITP that several pilot projects start at the local level in one or a few schools in order to test the ideas with the intention to spread their experience to other schools when the pilot transitions to full scale. The position of the projects in batch 14 can be compared to the distribution levels of participant representation. It is often easier, sometimes necessary, to start at a place where one of the change agents, in this case the headmaster/principal a teacher, or a teacher trainer have easy access to start a change process.

3. Challenges

This section summarizes the different types or categories of *Challenges* which are reported and emphasized in the final reports in Batch 14. There are several challenges in all of the change projects. They are presented below in the categories found to be most frequent. Comments by the mentors are included.

Change is slow – Resistance to change – Teacher-oriented methods prevail

The change agents often emphasize that this challenge takes time. And we have learned that it does. Of course it is not easy to change attitudes and action patterns on every socio-administrative level. What we have seen over the past 8 years in batches 1 – 14 is that the change agents continue to work on these changes in their social context. In most cases they are making a difference over time. They get together in networks and support each other in their ongoing work. This is one of the possible scenarios in the future for change processes of the CRC which takes place in the countries mentioned which are at stake. When teachers start to change their teaching methods they soon realize that their workload is reduced and that the teaching profession is a bit easier - and even more pleasant in the school environment. One way to overcome resistance and misunderstandings could be to involve teachers at all stages as a way of allowing them to share ownership of the project.

Lack of knowledge in, on or about CRC – Lack of awareness of curricula

At the onset of the change processes, lack of knowledge among target groups and stakeholders – and thereby also lack of awareness of the inner meaning and content of CRC – is a challenge for the participants. Why do they not understand? Why are they not aware of the curricula? These questions can be applied to almost all countries around the world….

In many cases, however, these challenges change when the change projects and the change agents have used training to obtain awareness among target groups and stakeholders. Training often contributes to increased understanding of the connection be-

tween theory and practice and the meaning of children's rights in accordance with the three P:s. This of course takes time but in almost all cases the activities make a difference in how the child is perceived and understood: a competent human being – as a child – participates in everyday life in his or her society.

Lack of resources (money) – Time (time required for change)

Lack of sufficient infrastructure facilities in schools can sometimes be a real problem. When this ITP started, we heard the following question quite often: How do you get money for the change projects? However, over time, we have instead heard this reaction more often: It is quite useful to see that money is not always the first priority when working on change processes. On the contrary: it is really good to realize that we could make a lot of changes in our school or district without more money! There is a lot to be done that does not require money – at least not initially. We have our human resources which can be used in efficient ways. Change agents sometimes have to explain for stakeholders that the projects are not funded and that the purpose of the change agents is not to just provide a bag of money.

A major challenge is, of course, to prioritize the time required to carry out the change projects. The change agents must continue with their regular work as well. On top of that comes the work with change projects. And this is a real challenge for the change agents! But after some time it would appear – according to what we have seen – that it works in any case. The change agents are highly motivated to make changes in the lives of the children in their vicinity. This is top priority for them.

Lack of support – Parents and other key persons are not participating

Support by principals/headmasters and other key persons, local leaders as well as parents is crucial for the change processes of CRC. Key people at the local social level must be mobilized at an early stage. Patriarchal systems, traditional values and religious perceptions are in many cases major challenges. Children learn about their rights in school but are affronted with different norms and values at home. They learn that they have the right to be protected, but they can still experience abuse at home. Mobilizing parents, especially the fathers, is therefore essential. It is often easier to involve the mothers.

Language can sometimes be a barrier. In some countries PTA meetings held in schools are conducted in English (a set rule of the school). There are a lot of parents who do not and cannot express themselves in English. Under such circumstances the atmosphere can become very formal.

It is important to account for the time perspective – and to plan from the very start. If the change project has had key people set the foundation for change, it will be easier to get the support required by different dedicated and motivated actors. Over the years we have seen several good examples of different kinds of support which have made

the changes sustainable. Continuity can, however, be threatened when there is a lot of turnover and transfers of principals and other staff members.

Discipline (by students)

This issue is quite often mentioned in connection to abolishing or prohibiting corporal punishment as a tool in maintaining order in the classroom or school - most often the last resort in maintaining order in the classroom. The solution is to find ways to replace different kinds of harsh or corporal punishment with the implementation of "positive consequences" when students break rules in class. Change agents have made several attempts at replacing old ways of punishment by using rules, norms and consequences agreed upon with the students, teachers and parents. Student mentoring has been another instrument used in the teaching-learning processes in an attempt to restore workable discipline or order in the classroom in a simple manner.

4. Way forward

This last section will sum up the way the teams have planned for the future and for sustainability of their change project. Future planned actions could also be organized in categories, presented and discussed below. As seen in the final reports, the country teams in batch 14 have carefully planned for the future.

Continue with support to the project

If you start start a project you also create a lot of expectations. Some projects have stressed this issue and pointed at a special responsibility to continue the support to schools and to students and teachers.

Continue with training

Most of the final reports explain the need for more workshops, follow up seminars and campaigns in the target area. Since the change projects have now just been initiated most teams have not yet implemented everything that they initially planned to implement. Capacity building is also the most effective way to gain understanding and change attitudes. As indicated in Table 1, the training in most cases focuses on the teachers and students.

Develop material

In order to obtain sustainable change projects, different materials are essential. You have to leave something behind. Over time, training and workshops can be forgotten; how-

ever the materials will still be there. Access to the materials for use in the future is also important for the teachers. In batch 14 guidelines, handbooks, booklets and textbooks have been produced.

Publish results to bigger audience

It is important to show the results of the projects and there are different strategies in the final reports. In a number of the participating countries the media has an interest in the education sector. This applies to newspapers, websites, radio and TV. Using the media makes it possible to reach many people who may be potential supporters of the change processes.

Expand, scale up, and introduce new target groups and new stakeholders

There are several examples of plans to scale up the change project. Initially one or more schools/institutions have scaled up but plans clearly indicate that more schools/institutions will be included in the future. Some projects want to expand to *welcoming* schools or organisations, perhaps there is a greater will to change in these organisations. The team members of batch 14 cannot be solely responsible forever. Other committed persons must step up and take over. This delegation as well as capacity building is a very essential component of sustainability. The manner in which to do it is exemplified below.

Create resources

Under the heading Challenges it is clear that several teams experience a lack of resources as one of the major challenges. Since there is no money in the programme, everything must be acquired using contacts and the imagination of the team members. Final reports reveal, however, that very much can be done with very little. Sometimes money is not the key to success. Commitment and passion are essential ingredients.

Connect to the national network

In all of the countries in batch 14 there are already representatives who have previously participated in this programme. And in all of the countries, these former participants have created a formal or informal network. For the purpose of sustainability and the possibility to scale up, the national networks are vital partners. Most of the teams have already started or plan to continue working with the national network.

Monitoring and evaluation

To make sure that the change project is developing in the right direction and that it will be sustained, monitoring is of utmost importance. Final reports do not often mention monitoring and evaluation as the way forward, but it is mentioned in the action plans

and time plans. Evaluation for use in development, and not principally for control, is a must for sustainability.

5. Concluding remarks

There are clearly several passionate and committed team members in batch 14 who are real change agents and are ready to stay in their change project for some time to come. That alone fulfills the overall goal of the programme.

This is the third book published in this ITP programme. We therefore have reason to compare the analysis and the comments presented here with that of the previous batches (12, 13). One difference is in the recruitment of participants. Batch 14 as well as batch 13 has more participants at the local level compared to batch 12, and this has also affected the orientation of the projects. Batch 12 had a wider span of projects between the three levels as compared to Batch 13 with most of the projects only at the local level, and batch 14 projects at local and regional level. The content and orientation of the projects have many similarities. Participation is the most frequent P of the three Ps used in the change projects in all three batches and one conclusion from the mentors is that participation is used as a means to also include issues of protection and provision in their projects for change.

4. Contact Details

For more information about the ITP on Child Rights, Classroom and School Management, please check the website

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Child Rights, Classroom and School Management, Batch 14, 2011a

Lund University has offered the Sida-financed International Training Programme on Child Rights, Classroom and School Management since 2003. The programme targets those in a position from which they can initiate processes of change in the education sector in their countries. During the programme all participating teams initiate a change project in their respective countries aiming at the realization of the intention of the Child Rights Convention in policy as well as in practice. This book contains the final reports from Batch 14 with change agents from Cambodia, China, Colombia, Egypt, India, Namibia, South Africa, Tanzania and Zambia.

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