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Child Rights, Classroom and School Management

Change Projects from the International Training Programme Batch 20-2014a

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Change Projects from the International Training Programme

Child Rights, Classroom and School Management

BATCH 20

2014a

Change Projects from the
International Training Programme

Child Rights, Classroom and School Management

Final Reports
Batch 20
2014a

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PREFACE

We would like to thank all change agents in Batch 20 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; China, Colombia, Indonesia, DPR of Korea, Malawi, Mozambique, Namibia, Sri Lanka, Uganda, Viet Nam, Zambia.

Lund, October 2015

Lena Andersson – School of Teacher Education, Malmö University
Ulf Leo – Sociology of Law, Lund University
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Per Wickenberg – Sociology of Law, Lund University
Lovisa Nilsson – Lund University Commissioned Education

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. The option won approval in 2012, thus the programme continued with new batches starting until 2014. In 2014 the 20th and 21st batch started the redesigned programme and this book is the results of batch 20.

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

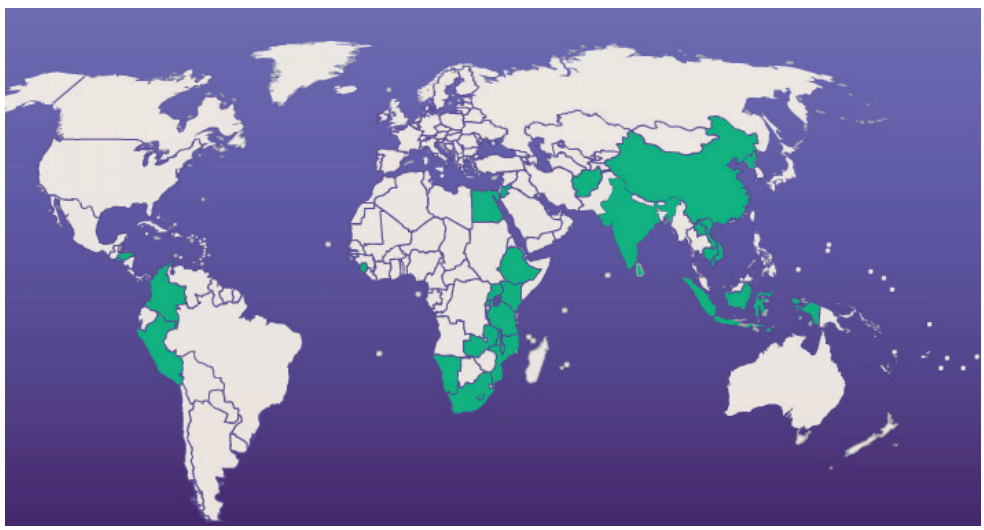


Figure 1: Countries with change agents and initiated change processes as a result of the Child Rights, Classroom and School Management programme

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 180 change processes in the participating countries.

Contents

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

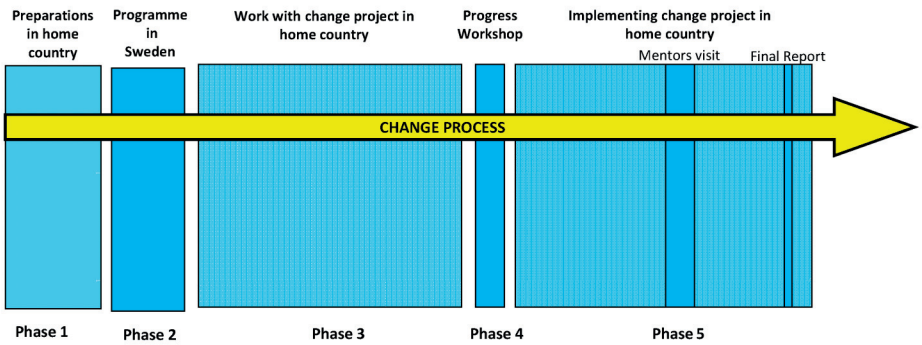
Asia: Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Sri Lanka and Viet Nam.

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:

Batch / Country	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Afghanistan							1													
Bangladesh	1	2																		
Cambodia												1		2	3	4	5		6	
China	1	2		3	4					5	6	7		8		9	10	11	12	13
Colombia				1	2	3		4	5	6	7	8	9	10		11	12		13	14
DPR of Korea																				1
Egypt			1							2		3		4	5		6	7		
El Salvador										1										
Ethiopia	1	2		3		4	5	6	7	8		9	10			11		12		
Honduras		1																		
India			1	2		3		4	5		6		7	8	9	10		11		
Indonesia	1		2	3			4	5	6		7	8	9		10	11	12		13	14
Jordan		1			2	3		4			5									
Kenya	1			2		3														
Laos					1	2		3												
Malawi			1	2	3		4	5			6		7		8	9		10	11	12
Mozambique							1		2						3	4		5		6
Namibia		1	2			3			4		5			6			7	8	9	10
Peru	1	2																		
Rwanda	1																			
Sierra Leone												1	2	3						
South Africa			1		2						3		4	5	6		7	8	9	
Sri Lanka	1		2	3	4	5	6	7	8	9			10			11			12	13
Tanzania	1	2	3	4	5		6	7		8	9	10		11	12		13		14	
Uganda				1	2	3	4	5	6	7	8		9		10		11	12		13
Viet Nam		1	2			3	4		5	6		7	8		9		10		11	12
Zambia	1	2	3		4		5		6	7		8		9		10		11		12

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



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 above.

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 20 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-May, 2014)

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. (May 5 – May 29, 2014)

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 2014 - November 2014)

Phase IV – Progress workshop in India 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. (November 16 - 26, 2014)

Phase 5 - Implementing the project in the home country with assistance from the mentor. After phase four in India, 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. (November 2014 - November 2015)

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 20 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 - Lena Andersson, Ulf Leo, 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. Change Project Reports

China

China had its first team in batch 1 (2003) and in total 13 teams and 38 change agents in batches 1-21 (March 2015) in the programme.

Level	Change Agents	Change Projects	Comments
National	3	0	
Region/Province/ District	30	7	Teacher Training
Local	5	6	

Table 1. Change Agents´ professional position and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

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

Area: 9,596,960 km^2

Population: 1, 393, 786, 836 (est. 2014)

Capital: Beijing

Independence: 1912/1949

Official Language: Mandarin

China

A Handbook of Rights-Based Participatory Approach for EFL Teaching

Wuyungaowa, Sun Xiaorui, and Liu Chang.

1. Introduction

We are the EFL (English as a Foreign Language) teachers and teacher trainers in China. We are also the change agents of "Child Rights, Classroom and School Management" Advanced International Training Program sponsored by Sida (Swedish International Development Co-operation Agency) and operated by Lund University. This program is aiming to protect child rights and improve awareness and ability of participation in classroom and school activities in developing countries. There are 2 batches per year according to the training program, and in each batch there are 3 participants, all of whom are selected from 10 developing countries. The duration for each batch is around one and a half year, consisting of five phases. Phase One is a two-month preparation at home country. Phase Two takes place in Sweden for about three and a half weeks, learning child rights, teaching and learning and leadership combined with study-visits to different schools and Sida. A project for change, which should have a high degree of practical relevance for the participants and their home organizations, will be identified, planned and decided during the stay in Sweden. Phase Three lasts for about five months at home country implementing the project. There will be a two-week seminar for the same batches in Phase Four, discussing implementation of the project and visiting local education institutions and schools. In Phase Five, implementation of the project will be continued until final report is done. Mentors will visit the batch's home country, supervising the implementation of the project and advising on the final project. Since 2003, 20 batches have been selected and more than 600 participants have got trained in the program.

CRC change agents in Inner Mongolia, China, have been the pioneers to raise the awareness of participation and implement participation as a classroom principle in

EFL teaching and learning, including promoting the students' participation in and out of class, implementing CRC-based training program in Inner Mongolia Normal University (IMNU) and Tongliao Vocational College (TVC), providing university-wide teacher training and teaching materials on CRC at four universities in Inner Mongolia, and enhancing students' participation in EFL classes by using Participatory Approach (PA) in a pilot research in two middle schools in Inner Mongolia. However, there is still a lack of systematic instruction to guide the actual implementation of CRC-based PA in the EFL teaching and learning. Therefore, as Batch 20 of Child Rights, Classroom and School Management Program, we are university EFL teacher trainers, we have worked out this handbook as a practical tool for the pre-service teacher trainers and pre-service teacher trainees to understand and implement PA in their future K-12 teaching. It can also be used as a teaching assistant for K-12 EFL teachers. We are designing this handbook hoping that all the teachers of English can implement the Participatory Approach aiming to protect child rights and improve awareness and ability of participation in English classrooms.

To test the feasibility of the handbook, we have done some experiments among EFL pre-service teacher trainers and pre-service teacher trainees in English Departments in Inner Mongolia Normal University and Tongliao Vocational College in China, who have been supportive to this handbook. We also invited in-service middle school teachers and other change agents who have been involved for advice. As a product of the Sida program project, we also had a lot of discussion with our mentor, Professor Per Wickenberg, as well as the mentors and coordinators from Lund University.

2. Frame of Reference

The Convention on the Rights of the Child (CRC) was approved by the United Nations in 1989 and it was ratified in China in 1992, followed by the related laws and regulations in order to protect the interests of children. According to CRC, children are entitled to the right to participation (article 12), freedom of expression (article 13), freedom of thought (article 14), right to education (article 28, 29), and right to leisure, play and culture (article 31). As one of the core CRC principles -- provision, protection and participation, participation encourages the child to be a subject of rights and an active participant at all levels. While in EFL (English as a foreign language) teaching and learning, the most popular teaching methodologies—collaborative teaching approach, communicative approach and tasked-based teaching approach—to some extent, involve children in the classroom activities in different ways.

However, there is not a systematic teaching approach to fully ensure the child's right to participation in class. As the trainees of the Child Rights, Classroom and School Management Program, the CRC change agents in Inner Mongolia, China, have been the pioneers to raise the awareness of participation and implement participation as a classroom principle in EFL teaching and learning. Batch 11 started to work on promoting the students' participation in and out of class in Inner Mongolia from 2009. Batch 14 has implemented CRC-based training program in IMNU and TVC since 2011.

Batch 16 and 18 focused more on participation by providing university-wide teacher training and teaching materials on CRC at four universities in Inner Mongolia in 2011 and 2012. In 2013, in order to enhance students' participation in EFL classes, Batch 19 initiated Participatory Approach (PA) in a pilot research in two middle schools in Inner Mongolia. From what have been done so far, it is undeniable that participation and PA have been gradually put into practice in EFL classes. But there is still a lack of systematic instruction to guide the actual implementation of CRC-based PA in the EFL teaching and learning. Therefore, Batch 20, as university EFL teacher trainers, will work out a handbook as a practical tool for the pre-service teacher trainers and pre-service teacher trainees to understand and implement PA in their future K-12 teaching.

3. Purpose

The overall objectives of the handbook are, but not limited to, the following aspects:

3.1 Awareness

This handbook is to raise pre-service teacher trainers' and pre-service teacher trainees' awareness of participation in the classroom based on Child Right Convention (CRC), by developing a framework and guideline of rights-based Participatory Approach (PA) for EFL (English as a Foreign Language) teaching and learning.

3.2 Facilitation

The handbook will facilitate the pre-service teacher trainers and pre-service teacher trainees to get a general understanding of CRC and CRC-based participatory approach in EFL teaching and learning.

3.3 Scaffolding

It will also guide the handbook users to implement PA in their teaching as teachers. To ensure the child's right in EFL learning, this project will also advocate the broader implementation of PA in other subjects and in other cities of China.

3.4 Demonstration

We will make a video in order to demonstrate the PA lessons in a more detailed and visual way.

Target groups and stakeholders

Target groups: EFL pre-service teacher trainers and pre-service teacher trainees in English Departments in Inner Mongolia Normal University (IMNU) and Tongliao Vocational College (TVC) in China.

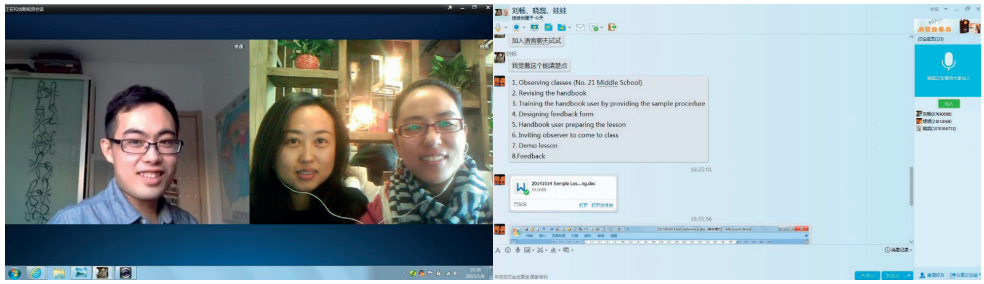
Stakeholders: pre-service teacher trainees, pre-service teacher trainers in both IMNU and TVC, relative sections of IMNU and TVC, CRC change agents in Inner Mongolia, in-service middle school teachers who are involved, educators in teacher training programs and in local department of education, CRC change agents in other countries.

4. Activities

4.1 After the training in Sweden

Since May 2014, Team China from both IMNU and TVC has been working together on the handbook. A draft handbook of rights-based Participatory Approach (PA) is developed for EFL pre-service teacher trainers and pre-service teacher trainees to implement PA in the EFL teaching and learning in IMNU and TVC. The following activities are operated before we go to India for the progress report.

1. We reported and presented CRC Batch 20 project to the supervisors of English teacher training programs and relevant pre-service teacher trainers in IMNU and TVC. Then we got the approval from the supervisors of IMNU and TVC in June 2014.
2. We observed some CRC-related classes taught by other change agents, collected some materials for the handbook and compiled the draft, including table of contents, sections, reference, appendix, acknowledgement, cover, etc.
3. When we reported and presented CRC Batch 20 project to the supervisors of English teacher training programs and relevant pre-service teacher trainers in IMNU and TVC, change agents in both schools showed great interest in what we had been working on. They wanted to see more of the handbook and provided more suggestions when we worked out the draft and conducted the experiential teaching. The stable support from both change agents and other colleagues in both schools provided us tremendous strength to further the work.
4. In terms of the observations, we took some casual interviews with some change agents and observed their CRC- and PA-related classes. Through the interview, we knew how these teachers planed their lessons, what the focuses were, and how the change agents in the same Batch worked together. The experiences and stories that they shared enlightened us in many ways so that we could avoid obstacles in designing the Participatory Approach handbook. In order to make the handbook as thoughtful as possible, we asked for some teaching materials from the CRC-involved teachers from both IMNU and TVC, too. During a reflection meeting at school, we shared what we had been doing with the rest of our colleagues and received helpful feedback from them, including the encouragement and suggestions as for the format, content, organization, errors, etc. of the first draft of the handbook.
5. Then we decided to work on the experiential lesson plan.



Video image: Audio/Online Chat Snap:

4.2 After the progress report in India

After the progress report in India, we had the following further progress on the project.

4.2.1 Tele-Conferencing and WeChating

Batch 20 continued the small network over WeChat (a communication app), phone calls, e-mails and Tele-conference online to talk about the detailed schedule for the following months.

4.2.2 Observing PA classes

We went to No. 21 Middle School in Hohhot to see the participatory approach that they have been practicing at their school for several years. This was organized by Mr. Sun Baijun (Batch 1) and his colleagues. We talked with some teachers and they were very open to the questions. We observed the English classes that are very similar to some university English classes with flexible groupings and classroom arrangement. We talked with some teachers who held different ideas on this approach, but when we mentioned the handbook, they showed their interest. Teachers are aware that they should have students involved more, but they don't know how to do that. The techniques in class are needed in their eyes. They need guidance; this shows the need of our handbook.

4.2.3 Revising the handbook

We revised the teacher instructional language part in the handbook Integrating CRC into instructional language by changing the common language in class as shown in Appendix 2. We designed some feedback forms (for handbook user, change agents as observers, and students) for the test of the handbook in the teaching.

4.2.4 Testing the handbook draft

We designed some feedback forms for the handbook users, change agents as observers, and students for the test of the handbook draft as shown in the following table:

Testing the handbook draft	a. Handbook users: Sencond-year post-graduate stuents at School of Foreign Languages of IMNU, who took the course of English Teaching Methodology and Strategies (Number of students: 20). This group of students are the students while other handbook users are teaching their class. b. Trainers: IMNU—Gaowa, He Zhiying, Xiaorui c. Training Materials for trainers: handbook draft d. Teaching material for handbook users—elementary school, middle school and high school English textbooks e. Observers: Gaowa, Xiaorui, He Zhiying, (change agents from different batches) f. Time: An hour for each teaching team with four members. Each member got 15 minutes. g. People in a lesson session: • Teachers (handbook users) • Students (handbook users' classmates) • Observers (change agents) • Instructor of the post-graduate class: Gaowa h. Activities: Teachers (handbook users) teaching the level that they chosed by using the handbook draft; filling out the Handbook User Form after the entire teaching process; self reflecting before their classmates commenting. Students (handbook users' classmates) pretending to be the students at the level that their classmates are teaching; filling out the Student Feedback Form after the handbook users' teaching; giving feedback after the handbook users' self-reflection. Observers (change agents) observing the class; filling out the Observer's Form; giving feedback at the end of the class and provide suggestions for improvement of the the students' teaching. Instructor of the post-graduate class: Gaowa commenting on the entire process and summarizing. i. Location: Training—Wenshi Building 225 at IMNU; Experiential teaching—Wenshi Building 225 at IMNU.
Collecting Feedback	Batch 20 collecting feedback forms, analyzing the data and making the survey report.
Revising the handbook draft	Revising the handbook draft for another test

Participation

Self-evaluation

Observers

Feedback from change agents

4.2.5 Demonstrating the PA class at the Network meeting

On 24 June 2015, the International Seminar on Inner Mongolia Child Rights Protection and Basic Education Reform was held at Inner Mongolia Normal University. Change Agents from different cities in Inner Mongolia gathered at IMNU to celebrate the wisdom and deep thoughts on Child Rights in the area. Batch 20 received a lot of good suggestions from the change agents, teachers from Sweden and the mentor. Liu Chang and Wuyungaowa were invited to give demo lessons of Participatory Approach at the conference, receiving even more practical feedback from the conference participants.

5. Results

The feedback from the handbook users, their students, and the observers provided a lot of information for the improvement of the handbook. It reviewed some problems of the handbook. At the same time, we are encouraged by the compliments. Here are some feedbacks and the reviewed problems:

5.1 General feedback on the handbook

At first sight, I cannot understand what is "rights-based".

"Rights-Based Participatory Approach" is ideal in real classroom. The level of it may be different.

The book has a very clear organization of the content.

The structure is very clear.

5.2 Feedback on different chapters of the handbook

Preface and Acknowledgement		Very clear.
Chapter III Instructional Language		This part is very useful for our class. Very useful for teachers. Yes. Instructional language is important in teaching. If there are more examples in this handbook, it will be better. I think the language in class is useful.
Chapter IV Activities		If more activities are supplied, which will be better? This part is very useful for teachers to organize different kinds of activities. One or two can not be implemented in class.
Chapter V Teaching Assistance		Suggestions should be given about how to combine it with teaching.
Chapter VII Lesson Framework of Participatory Approach	Need Analysis Form	This part is very important before beginning the class.
	Participatory Procedures	The cycle graph is very clear.
	Greetings	It will be better if you can provide more examples. Question: should the greeting be related to the topic which is going to be taught?
	Teaching Steps	If there are some detailed contents in each steps, it will be better. More details. The teaching steps have not more specific details.
	Linguistic Knowledge	It should be more details in this part. More details.
	Culture (Pragmatic Skills)	If there are more explanation of the part, it will be better. Culture is more and more important in teaching. Students or teachers have not enough knowledge about culture.
	Student Lesson Feedback	Some rights are unclear. Explanations should be given.
Glossary	It will be better if you can list more items.	
Reference	Reference is important for us to know more knowledge about it.	
Appendix	It can know the reader's information.	
Language	I think for English teacher the English version is better than Chinese one. The level of the handbook is suitable. However, some points are not clear. Interview the users and summarize the problems and give explanations.	

5.3 Changes in the handbook:

Based on the results of the data analysis and the handbook user feedback, we made some changes in the handbook. We made some formats for us, the handbook developers, to provide a clearer picture for the handbook users to check, such as activity description sample, background knowledge survey chart, Participatory Approach lesson plan format, etc. We put some more useful appendix and reference at the end of the book.

6. Discussion and Reflection

"Child Rights, Classroom and School Management" Advanced International Training Program does not only provide plenty of information that we did not realize, but more importantly, embeds the importance of Child Rights Convention into whatever we are experiencing in our daily life now. We have become the ones influencing people around us in terms of the 3Ps—Provision, Protection and Participation of the child rights. As for the handbook that we are working on, Participatory Approach has also become a principle and foundation for our EFL teaching. We are willing to follow this track for more PA experience for the students.

On the other hand, the handbook-developing work cannot be separated from the cooperation between the teachers from IMNU and TVC. Many parts of the handbook are either abstracted from the work of the previous change agents, or the co-working products of the current Batch 20. We feel grateful that we work together with mutual understanding, excellent cooperation and expertise.

7. Way Forward

Report in India was a new beginning in November 2014, because the colleagues and friends in Batch 20 from different countries provided us feedback and advice so that we could make a well-thought handbook not only for the Chinese context, but for the EFL teachers all over the world. Then, the meeting with the mentor and other change agents from Inner Mongolia in Hohhot in June provided more chances for us to take in more suggestions. Three main steps will be taken as a way forward for the project.

First, a handbook needs to be thoughtful enough before it comes out. Therefore, we will work on each part of the draft again, fill in the missing part, asking for more suggestions from the change agents, colleagues and the mentors.

Second, to ensure the thoughtfulness of the handbook for teachers and future teachers at different levels, we will invite more teachers and students in both IMNU and TVC so as to test the validity and effectiveness of PA in these contexts.

Last, we will try to publish the finished and well-tested handbook and make necessary videos. We will spread the CRC and participatory approach by using the handbook in broader groups of pre-service and in-service teachers.

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9. Appendix List

Appendix 1 First Draft of the Handbook: Cover and Table of Content

Appendix 2 Change for Child Rights in Instructional Language

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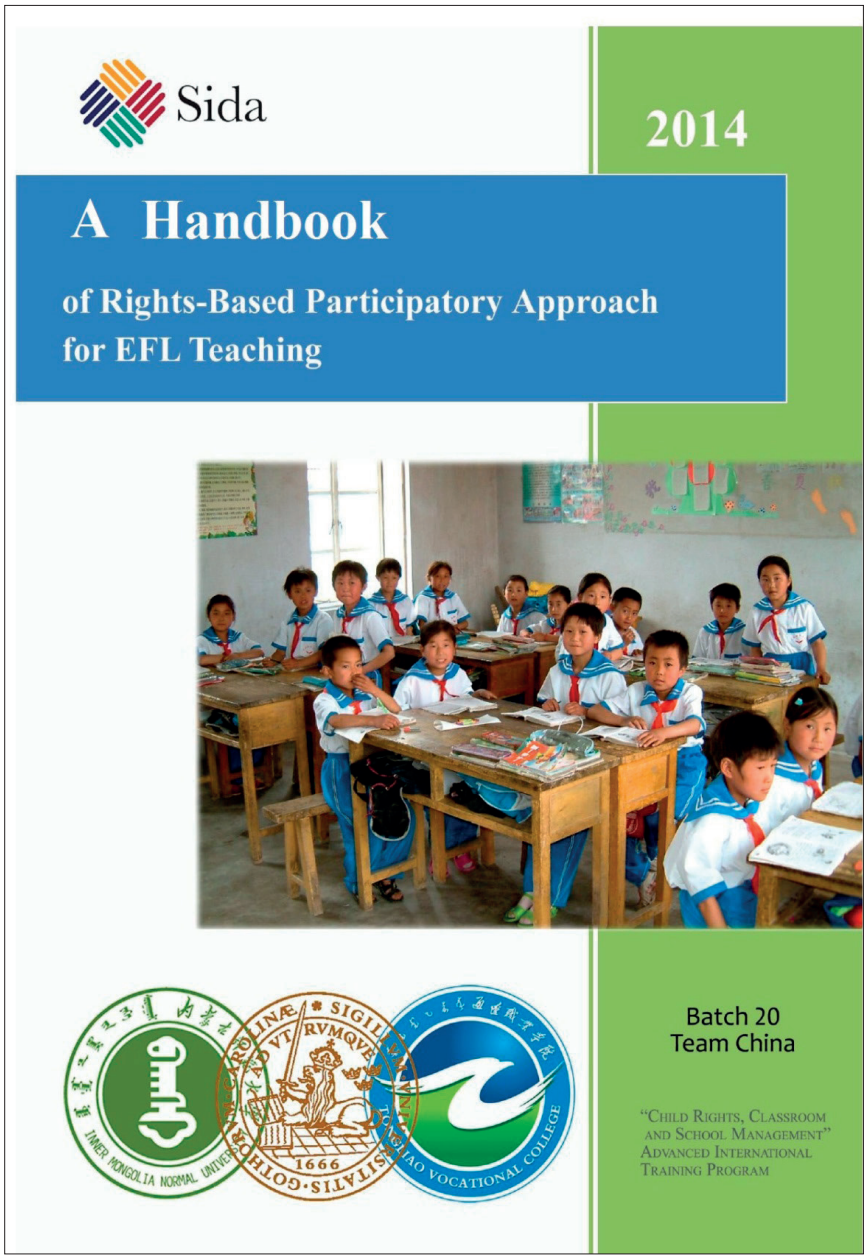
Appendix 5 Feedback Form for the Handbook of Rights-Based Participatory Approach for EFL Teaching

Appendix 6 Need Analysis Form for Beginning Level (Provided in the Handbook)

Appendix 7 Degree of Participation (Provided in the Handbook)

Appendix 1

First Draft of the Handbook: Cover and Table of Content



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Chapter III. Instructional language……..

Chapter IV. Activities……..

Chapter V. Teaching assistance ……

Chapter VI. Assessment ……

Chapter VII. Lesson Framework of Participatory Approach……...

Sample Lesson 1: Beginner……

Sample Lesson 2: Beginner……

Sample Lesson 3: Intermediate……

Sample Lesson 4: Intermediate……

Sample Lesson 5: Higher……

Sample Lesson 6: Higher……

Glossary……

References……

Appendix……..

Appendix 2

Change for Child Rights in Instructional Language

Original common language	Changed (in Blue)
1. Beginning a class	
(1) Let's start now. / Let's begin our class / lesson. (2) Stand up, please.	*(1) Shall we start no? / Shall we begin our class / lesson?* *(2) Could you stand up, please?*
2. Greeting	…
3. Checking attendance	
(14) Try to be on time. / Don't be late next time.	*(14) What's happened? / Can you tell me after class why you are late, please?*
4. Announcing	
(20) Let's start working. / Let's begin / start a new lesson. / Let's begin / start our lesson. (21) First, let's review / do some review. (22) What did we learn in the last lesson? (23) Who can tell / remember what we did in the last lesson / yesterday? (24) Now we're going to do something new / different. / Now let's learn something new. (25) We have some new words / sentences.	*(20) Shall we start working? / Do you like to begin / start a new lesson? / Can we begin / start our lesson?* *(21) Do you want to talk about what we have learned in the last class?* *(22) Shall we talk about what we learned in the last lesson?* *(23) Who can tell / remember what we did in the last lesson / yesterday?* *(24) Now do you want to do something new / different? / Now shall we learn something new?* *(25) Do you want to try some new words / sentences?*
5. Directing attention	
(26) Ready? / Are you ready? (31) Be quiet, please. / Quiet, please.	*(26) Ready? / Are you ready? Do you need more time? Or do you have any questions before…?* *(31) Would you be quiet, please? Let's try to be a good listener.*
6. Classroom activities	
(56) It's your turn. (58) Stand in line. / Line up. (59) One by one. / One at a time, please. (61) Don't speak out. (62) Turn around.	*(56) It's your turn, please.* *(58) Stand in line, please. / Line up, please.* *(59) One by one, please. / One at a time, please.* *(61) Don't speak out, please.* *(62) Turn around, please.*
7. Request	…
8. Encouraging	
(66) Can you try?	*(66) Can you try, please?*

9. Issuing a command	
(73) Do what I do.	*(73) Do what I do, please.*
(91) Put your things away. / Clean off your desk. / Pick up the scraps.	*(91) Put your things away, please. / Clean off your desk, please. / Pick up the scraps, please.*
(92) Clean the blackboard.	*(92) Clean the blackboard, please.*
(94) Put the tape-recorder away.	*(94) Put the tape-recorder away, please.*
(95) Put the tape in its box / cassette.	*(95) Put the tape in its box / cassette, please.*
(96) Listen and repeat.	*(96) Listen and repeat, please.*
(97) Look and listen.	*(97) Look and listen, please.*
(98) Repeat after me.	*(98) Repeat after me, please.*
(99) Follow the words.	*(99) Follow the words, please.*
(103) Slowly.	*(103) Slowly, please.*
10. Prohibition and warning	
(105) Stop talking. / Stop talking now, please.	*(105) May I have your attention, please?*
(106) Don't talk. / Everybody quiet, please.	*(106) Shall we get ready for next step now?*
(107) Don't be silly.	*(107) Can we stop doing that please?*
(108) Settle down.	*(108) Let's who can take the seat first?*
11. Evaluating	
(116) I don't think so.	*(116) (117) (118) Maybe you are right, but are there any other possibilities?*
(117) That's not quite right, any other answers? / That's close. / That's almost right.	
(118) Not quite, can anyone help him / her? / Try again.	
12. Setting homework	
(121) Practise after class. / Practise at home.	*(121) Please review what we've learnt after class. / Please practise the words at home…*
(122) Say it out loud, before you write it down.	*(122) Say it out loud, before you write it down, please.*
(124) Remember (Memorize) these words / sentences.	*(124) Remember (Memorize) these good words / sentences, please.*
(125) Learn these words / these sentences / this text by heart.	*(125) Learn these words / these sentences / this text by heart, please.*
(126) Do your homework. / Do the next lesson. / Do the new work,	*(126) Do your homework, please. / Do the next lesson, please. / Do the new work, please.*
13. Dismissing the class	
(127) Hand in your workbooks, please.	*(127) Would everybody hand in your workbook please?*
(128) Time is up.	*(128) Let's stop here today/Let's call it a day.*
(134) Class is over.	*(134) So much for today. You have a nice day!*

Appendix 3

Participatory Procedures (Provided in the Handbook)

Appendix 4

Student Feedback Form (Provided in the Handbook)

Batch 20 China Project
Child Rights, Classroom and School Management International Training Programme, Sida & Lund University 05/06/2015

Student Feedback Form

(Check the numbers to show your feedback, please.)

No.	Feedback	strongly disagree	disagree	less agree	agree	strongly agree
	About teaching					
1	Clear Teaching goal (e.g. I know today we will learn how to write a thank-you letter).	1	2	3	4	5
2	Teacher is a knowledgeable person in this subject.	1	2	3	4	5
3	The class is well organized.	1	2	3	4	5
4	Teacher made this lesson simple and interesting.	1	2	3	4	5
5	Teacher could take full advantage of the school time.	1	2	3	4	5
6	Teacher encouraged us to ask and express their ideas.	1	2	3	4	5
7	Teacher gave us clear instructions and check if we can fully understand.	1	2	3	4	5
8	Teacher could help us with our questions and explain to us.	1	2	3	4	5
9	Teacher corrected our mistakes and gave us feedback during or after the class.	1	2	3	4	5
10	Teacher made us feel easy and comfort during the class.	1	2	3	4	5
11	Teacher encouraged us to use thinking skills and critical thinking, not just memorize things	1	2	3	4	5
12	The class stayed busy and didn't waste time.	1	2	3	4	5
13	Teacher treat us with respect and patience	1	2	3	4	5
	About participation					
14	I am able to participate in syllabus designing	1	2	3	4	5
15	I am able to participate in lesson plans	1	2	3	4	5
16	I am able to participate in the understanding process of content concepts	1	2	3	4	5
17	I am able to participate in preparing for the relevant activities	1	2	3	4	5
18	I am able to participate in making changes for my own sake	1	2	3	4	5
19	I am able to participate the class with my own background knowledge	1	2	3	4	5
20	I am able to easily understand and participate in the activities.	1	2	3	4	5
21	I am able to feel more equal with the teacher and understand the instruction at ease and participate	1	2	3	4	5
22	I am able to make use of learning strategies autonomously	1	2	3	4	5
23	I am able to get assistance and support from the teacher	1	2	3	4	5
24	I am able to participate voluntarily and think critically	1	2	3	4	5
25	I am able to have more opportunities to participate in communication	1	2	3	4	5
26	I am able to understand the lesson instruction and content at my own level	1	2	3	4	5
27	I am able to implement my rights of sharing ideas and opinions and making suggestions for the class and the teacher	1	2	3	4	5

☺ Thank you for your help.

Appendix 5

Feedback Form for the Handbook of Rights-Based Participatory Approach for EFL Teaching

Feedback Form for the Handbook of Rights-Based Participatory Approach for EFL Teaching

(Check the numbers to show your answers, please. Please provide as many suggestions as possible for us to make a better handbook. We appreciate your help.)

	General feedback on the handbook		strongly disagree	disagree	less agree	agree	strongly agree	Do you have any suggestions for this part? What's the problem? What can be improved?
1	The handbook is user-friendly.		1	2	3	4	5	
2	The name of the book "A Handbook of Rights-Based Participatory Approach for EFL Teaching" is an appropriate name?		1	2	3	4	5	
3	The handbook is user-friendly.		1	2	3	4	5	
4	The structure is clear.		1	2	3	4	5	
	Feedback on different chapters of the handbook		**strongly disagree**	**disagree**	**less agree**	**agree**	**strongly agree**	
5	**Preface and Acknowledge -ment**	The Preface and Acknowledgement helpful for me to understand the purpose of writing the handbook.	1	2	3	4	5	
6	**Chapter I** Introduction to Participatory Approach makes me to believe that this approach is important and meaningful.		1	2	3	4	5	
7	**Chapter II** Classroom Management is clear and well-organized.		1	2	3	4	5	
8	**Chapter III** Instructional Language is helpful for me to know what language is more appropriate in teaching.		1	2	3	4	5	
9	**Chapter IV** Activities is helpful and the activities are well-organized.		1	2	3	4	5	
10	**Chapter V** Teaching Assistance is helpful for providing the teaching aids and facilities.		1	2	3	4	5	
11	**Chapter VI** Assessment is helpful for me to evaluate participation and performance of the students in class.		1	2	3	4	5	
12	**Chapter VII** Lesson Framework of Participatory Approach	The Need Analysis Form is necessary.	1	2	3	4	5	
13		The Checklist of Participatory Objectives is useful.	1	2	3	4	5	
14		The Participatory Assistance useful.	1	2	3	4	5	
15		The Participatory Procedures are clear enough.	1	2	3	4	5	
16		The Lesson Preparation part is useful and clear.	1	2	3	4	5	
17		The Greetings part is useful and clear.	1	2	3	4	5	
18		The Warm-up/Lead-in part is useful and clear.	1	2	3	4	5	
19		The Teaching Steps part is useful and clear.	1	2	3	4	5	
20		The Linguistic Knowledge part is useful and clear.	1	2	3	4	5	
21		The Language Skills part is useful and clear.	1	2	3	4	5	
22		The Culture (Pragmatic Skills) part is useful and clear.	1	2	3	4	5	
23		The Summary of the Lesson part is useful and clear.	1	2	3	4	5	
24		The Student Lesson Feedback is useful and clear.	1	2	3	4	5	
25		The Teacher Reflections are useful and clear.	1	2	3	4	5	
26		The Optional Peer Discussion of Lessons is useful and clear.	1	2	3	4	5	
27	**Glossary**	This part is helpful for me to check the terminologies in the handbook.	1	2	3	4	5	
28	**Reference**	This part is helpful for me to have more reference to check for the future use.	1	2	3	4	5	
29	**Appendix**	The appendix is very helpful to check and use the forms for different purposes.	1	2	3	4	5	
30	**Language**	I think the handbook should be in Chinese language.	1	2	3	4	5	

☺ Thank you for your help.

Appendix 6

Need Analysis Form for Beginning Level (Provided in the Handbook)

Need Analysis Form for Beginning Level

[1] Knowing you…

Subject: Grade: Date:

(1) Name: _____
(Mongolian/Chinese/English)
(Check or circle the one that you like me to call most)

(2) Birthday (optional): _____

(3) Where is your hometown?/ Where were you born?

(4) How long have you been learning English? _____ months/years

(5) What colors do you like?

(6) How many people are there in your family? Who are they?

(7) What is your favorite food?

(8) Which animal do you like most?

(9) What is your favorite sport?

(10) What are your hobbies?

(11) Where do you usually go after school?

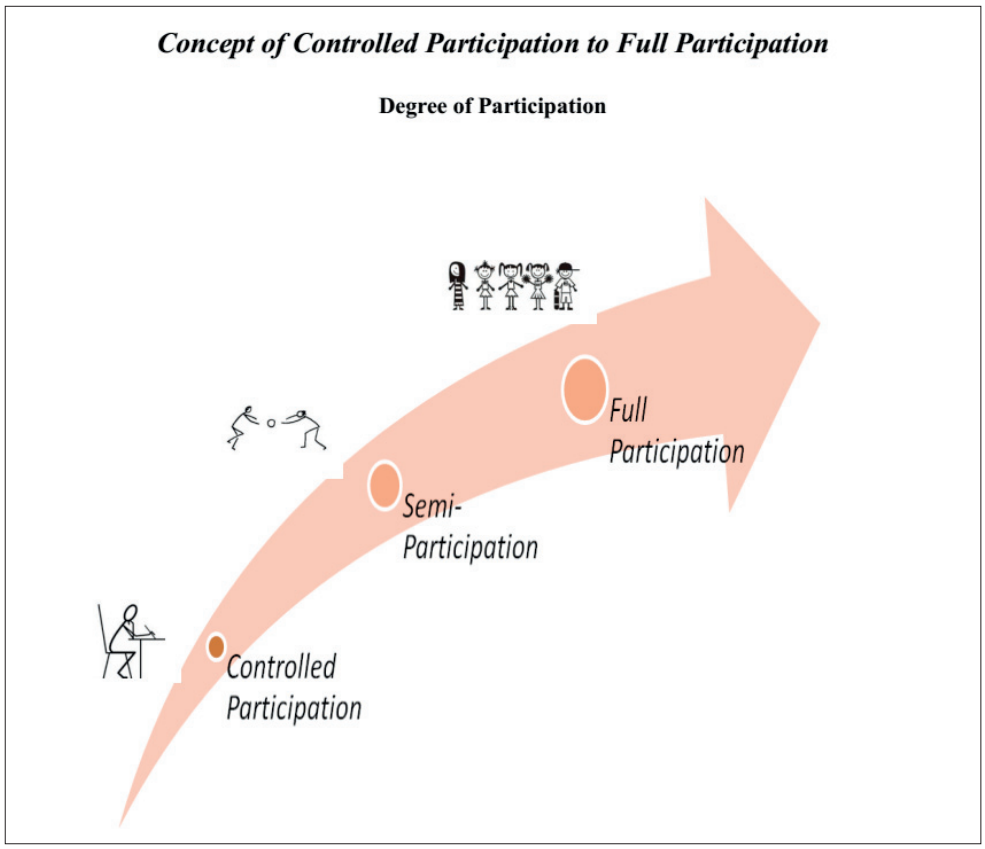
(12)What else do you want me to know about you? _____

_____

[1] Note for the manual user: The teacher needs to explain each number of the questions before the students answer them.

Appendix 7

Degree of Participation (Provided in the Handbook)



Colombia

Colombia had its first team in batch 4 (2006) and in total 13 teams and 36 change agents in batches 1-21 (March 2015) in the programme.

Level	Change Agents	Change Projects	Comments
National	6	2	Projects are on more than one level
Region/Province/ District	12	4	
Local	18	13	

Table 1. Change Agents´ professional position and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

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

Area: 1,141,748 km^2
Population: 49, 536, 180 (est. 2014)
Capital: Bogotá
Independence: 20 July 1810
Official language: Spanish

COLOMBIA

The three P's appropriateness as basic elements of human development in the school community

Armando Calderón Rodríguez, Julián Ernesto Castro Montaño, and Eliana Garzón Duarte.

1. Introduction

This project emerged from the lack of knowledge and appropriateness of the child's rights different members of the school community have to be able to contribute to the education and well-being of children. This appropriateness includes the understanding of the three main principles of the CRC (Convention on the Rights of the Child), as the basic elements of children development as human beings. To achieve this goal, this project was carried out with two strands of participants. The first strand is at local school level and it is comprised of in-service teachers from El Salitre School, in Suba, Bogotá; and the second one is at university level with student-teachers from Universidad Pedagógica Nacional and Universidad Distrital, in Bogotá. The criterion to select these two groups of participants is based on the fact that teachers are the agents who contribute directly in children's education as models of life. If they are aware of the importance of the three principles of the child's rights, they are contributing to the construction of society through their daily pedagogical practice. It is in the school where children's rights become the main support to guarantee a positive atmosphere for life learning.

Unfortunately, in El Salitre School, one of the challenging situations teachers have to face every day is the forced displacement of families from the countryside to this huge city. This social phenomenon affects negatively the human development of children and their family and social relationships. Consequently, preparing teachers to create spaces of participation and conflict solution for children in the school is a forward step in the process of improvement of this hard situation. Teachers from this school need to strengthen a project based on ecology, which is being carried out for the last three years; in order to understand how provision, protection, and participation of

children must be the main pillars when working with human well-being as the central axis of the philosophy of this school. This Project emerged because the government suggested to public schools, to have a specific emphasis for 10th and 11th grades. As the teachers in the school had worked with their students in environmental pedagogical visits to the school natural surroundings, a project based on ecology and tourism was a coherent way to articulate what it was required by the government and what the teachers were implementing so far.

According to the above mentioned, it is needed to think of the action future teachers are going to develop in the different schools of our city. The project cannot be closed in one specific context, but be extended in different settings to notice a real change in the society. Therefore, the universities with bachelor programs in education must become a seedbed of agents of change who educate children for being active participants in their daily life. Thus, working with pre-service teachers of the Bachelor's program in basic education with an emphasis on English is the other side of this project. It is at the university where future teachers are being educated to face the school and their specific characteristics with all the difficulties and situations that are lived inside. The school is the world in small scale or, as the human ecology principles conceive, is an Eco-system, with multiple relationships among members, affecting their quality of life.

If teachers and student-teachers realize of the importance of the child's rights in education and internalize the three principles of the CRC: provision, protection, and participation; they become agents of change. A rights-based education is the way to end some of the most entrenched inequalities in society. Thus, this project was theoretically framed into the public policies of education and into the main constructs of human development and ecology. The methodology used in this project is based on workshops which aim at making teachers reflect upon the three P's, narratives of student-teachers as results of their reflections, and ecological visits to diverse natural settings surrounded El Salitre School.

2. Frame of reference

In Colombia, education is governed by the national constitution as a right for all citizens (Law 115 of 1994). This law legislated education in general pedagogical and organizational aspects. In Chapter I of this law, it is established that the responsible people for children's education are the state, society and family, giving an obligation to the nation and its municipalities to ensure its coverage. It is important to remark that parents of students rather than suppliers are required to sustain and provide a decent education to children, as expressed in article 7 of Law 115 of 1994, as they are responsible for providing a suitable home environment for the overall development of each child and therefore should contribute integrally with the school.

In our pedagogical practice and analyzing the proposals of the Ministry of National Education, we can say that the state has made great efforts in the implementation of this legislation. Thus, in Bogotá, there are some policies framed into the development plan of the city from 2012 to 2016, entitled Bogotá Humana, which was designed by

the Mayor's office, which aim at the citizens' well-being, by concentrating on children and adolescence as the seeds of society. The understanding of the child's rights and the appropriateness of their principles in our society must be the framework of government policies in any country of the world, especially when describing school contexts. This objective will allow us to reduce all the forms of social, economic, spatial, and cultural segregation by means of the capacities of the population for effectively recognizing their rights and equal access to the appropriateness of the city (Development plan of Bogotá, 2012-2016).

Despite of these great efforts done by the Mayor's office, there is still a phenomenon that affects our children directly. They are not aware of the three main principles that support their rights: provision, protection, and participation. They are immersed on these beneficial projects, but they skipped the first stage of recognition and awareness of those principles. Nussbaum (2012) argues that our dominant theories of development have given us policies that ignore our most basic human needs for dignity and self-respect. For the past twenty-five years, Nussbaum has been working on an alternate model to assess human development: the Capabilities Approach. She and her colleagues begin with the simplest of questions: What is each person actually able to do and to be? What real opportunities are available to them? This approach demonstrates a path to justice, an in this case, reveals the value of participation as a manner of demonstrating capacities children have to decide and propose about their own learning process in school contexts.

Teachers in schools can become agents of change who provide the tools to children to be active participants of their lives. Narratives are instruments for data collection that can be useful for the purpose of this study. These narratives will grasp the daily reflections of student-teachers in their practicum at schools and will serve as the bridge to join children's rights to realities in the school community as a way of reflection, action, and participation to propose strategies that overcome those difficulties found in the school context. This will enable future teachers to live full and creative lives.

On the other hand, the understanding of what human ecology entails is closely linked to the concept of human development, as the main framework of this project. As teachers in El Salitre School are developing a project based on ecology and tourism, it is important to present that human ecology is defined as the science of study of the relationships human beings have with the environment (Marten, 2001). In this case, the school is seen as an Ecosystem that involves not only air, ground, water, and living organisms; but also, whatever has been constructed by its population. Ecosystem encompasses community members' vision of the world, and the way their relationships are generated. Their values and their knowledge determine the way how people coming from this ecosystem, process and understand their notion of well-being and translate it into real and sustainable actions in direction to peace, progress and better conditions of life.

These relationships were worked with children of El Salitre School, as a way of reflecting upon the three P's and behaving as active participants in the decision of caring about the environment and their own body as well. These aspects supported the princi-

ples of human development and correspond directly with the child's rights. The Article 29 of the Convention on the Rights of the Child, regarding the aims of education, states that "Education must be designed to reinforce all the ethical values enshrined by the Convention, including education for Peace, tolerance and respect for the natural environment" (p. 439). This statement support what this proposal of ecology and tourism aims at achieving due to the fact that it is founded on a multidisciplinary approach and is rooted in the child's own community, both by identifying local problems and by engaging the child in a community-based project.

2.1 Purpose

This project aimed at integrating the three principles of Child rights: Protection, provision, and participation, as the main approach in student-teachers and in-service teachers' daily pedagogical practices. Student-teachers as future change agents in education need to recognize and appropriate the basic principles of the child's rights to frame their practicum in schools. Hence, the stage of awareness of these principles is the strategy that we aim at doing this project. On the other hand, in-service teachers have to identify how in their daily practices in school, they are taking into account the principles of the convention of the child's rights implicitly; however, recognizing and integrating these three principles are strategies that need to be evident in order to make students aware of their rights. Protection, provision, and participation have to be the main approach in human development of the school community. Therefore, this project allowed the school community to work on a change process in terms of relationships among teachers, teachers and students, teachers and parents, and students and parents.

3. Methodology

The methodology of this project will be explained according to the activities developed in both strands: At local school level and university level. Nevertheless, it is important to clarify that the methodology used to achieve the purpose of the project was based on workshops for teachers and student-teachers to identify the three principles of the child's rights and their articulation to their daily practices.

3.1 At school level

At this level, teachers were working on environmental topics and other different projects. When incorporating Human Ecology principles to their pedagogical practice from this specific project, it was needed to consolidate the curriculum to link what they were doing with the main approach of human development through the integration of the three P's. Thus, teachers started to meet in order to design institutional plans that could overcome their individual efforts by improving group work and giving participation to students according to their ages and interests. Consequently, the conventional

curriculum based on contents was reformed to become a project-based curriculum. This work was the result of the following activities:

1. CRC diffusion to teachers and all community.
2. Organization of teacher teams by projects in order to incorporate the three P's.
3. Strengthening of specific projects implied in Human Well-Being.
4. Systematization and socialization of projects following the schema of objectives, activities, effects and final results.

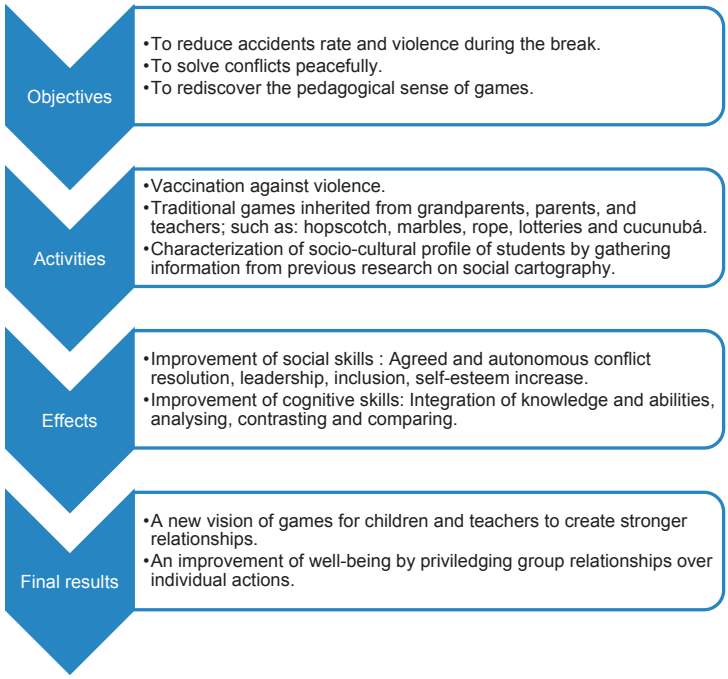
Table 1 illustrates all the workshops developed to sensitize and commit everyone in change processes through the three main principles of CRC.

Table 1. Workshops developed at school level.

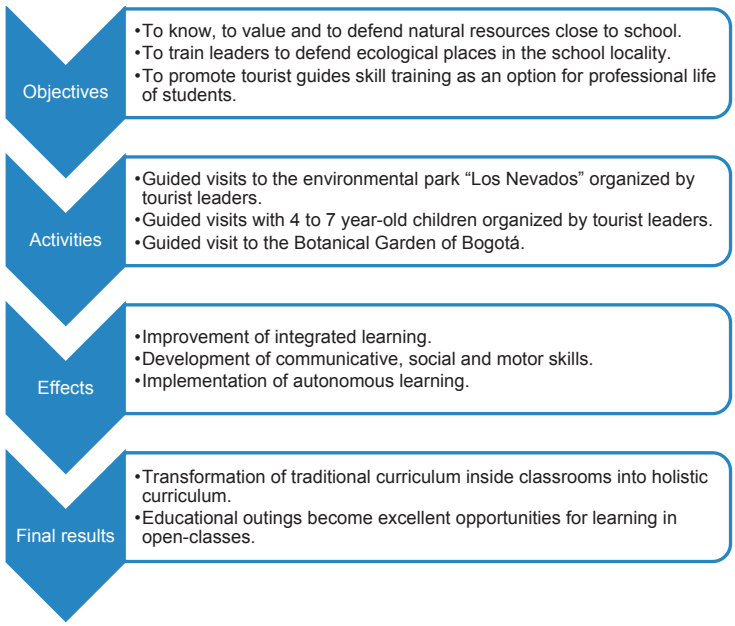
WORK-SHOP	DATE	PARTICIPANTS	ACTIVITIES
1	June 2014	150 teachers	General introduction to CRC principles: Provision, Protection and Participation.
2	September 2014	150 teachers and 4 agents of change from Batches 17, 19, 20 (English) and Batch 1 (Spanish).	Presentation of Experiences: Batch 17: Conflicts Resolution. Batch 19: Traveler notebooks. Batch 1: Child Rights in Colombia. Batch 20: Introduction of Human Ecology.
3	December 2014	150 teachers	Socialization of the objectives achieved in the change processes by integrating well-being and human ecology. Socialization of other projects presented in India by other countries
4	February 2015	106 head teachers and 3250 parents.	Presentation of CRC principles to parents.
5	June 2015	80 representatives of the Students' Council.	Presentation of CRC principles to students.

The aforementioned workshops were developed by using some strategies based on games, educational outings, management and leadership in human ecology. These strategies are explained as follows:

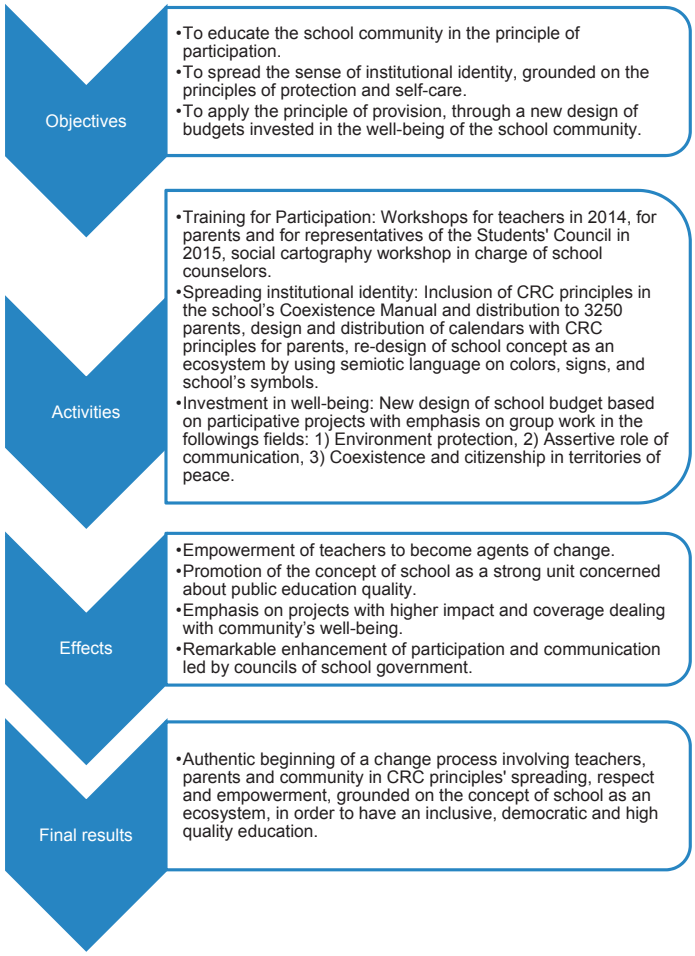
1. Games to generate well-being.



2. Educational Outings as an alternative to learn and to feel well in an open class.



3. Management and Leadership in Human Ecology as options of well-being for the school community.



3.2 At university level

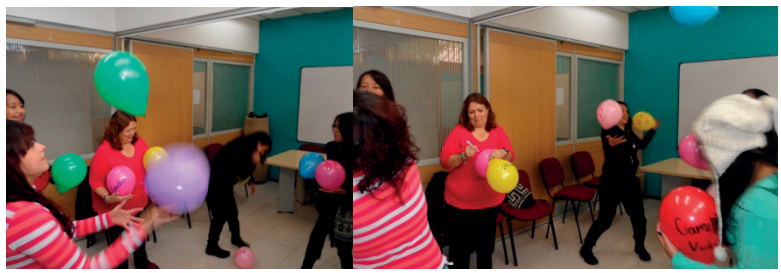
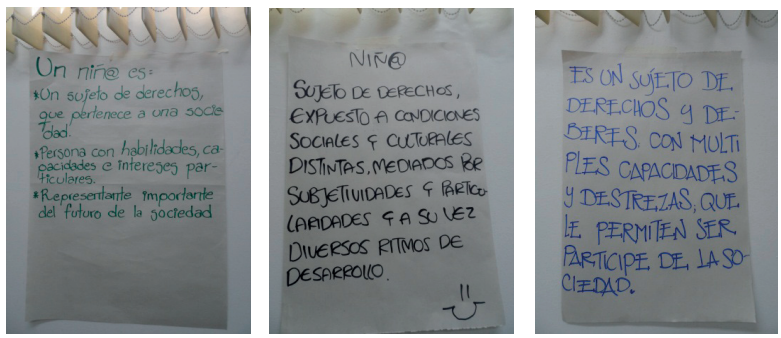
At university level, student-teachers worked also with workshops of identification and awareness of the three main principles of the CRC and their articulation with their practicum in schools. As a result of this process, student-teachers wrote narratives as a part of their reflection after the implementation of the workshops.

The methodology in this level consisted of the design and implementation of five workshops, one applied by month, from February to June in 2015. These workshops were designed by following the stages of one of the cross curricular projects created by the Secretary of Education in Bogotá, entitled "Proyecto de Educación para la

Ciudadanía y la Convivencia"[1] (PECC), which is implemented in the different public schools of this city. This project has four stages: Think about yourself and ourselves, Dialogue of knowledge, Transforming realities, and Rebuilding of knowledge. These five workshops were named as follows:

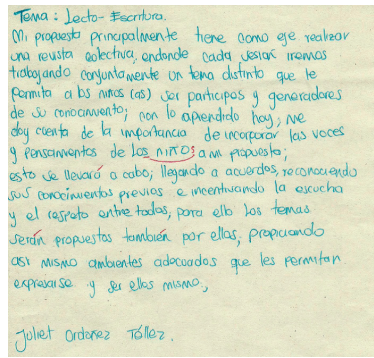
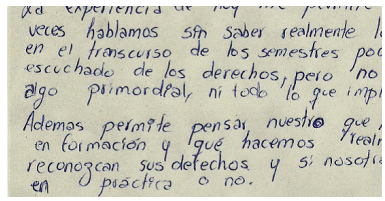
1. Introduction to the concept of Children's rights.
2. Children's rights: First P - Participation
3. Children's rights: Second P - Protection
4. Children's rights: Third P - Provision
5. Rebuilding of knowledge.

Workshop 1: Introduction to the concept of Children's rights.

<table>
<tr>
<td>Think about yourself and ourselves</td>
<td>Presentation and brainstorming about the word "Dignity".
Work on Children's rights through a playful activity.
 
Photograph 1: Workshop 1 Photograph 2: Workshop 1</td>
</tr>
<tr>
<td>Dialogue of knowledge</td>
<td>Definition of "a child".
Presentation of the PECC and its methodological process.
 

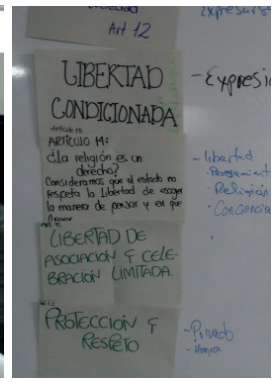
Photographs 3, 4, 5: Definition of a child</td>
</tr>
</table>

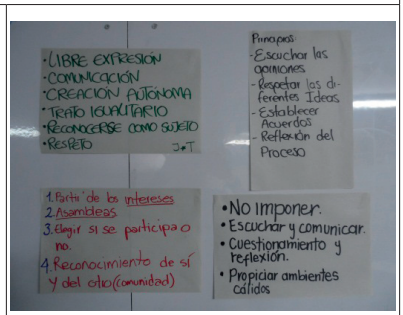
1 Translated by the authors as: Education Project for the Citizenship and Coexistence.

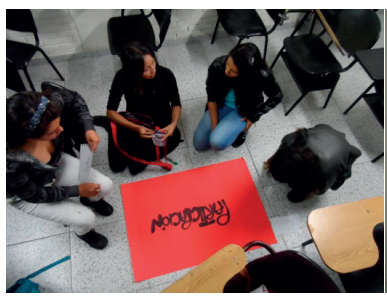
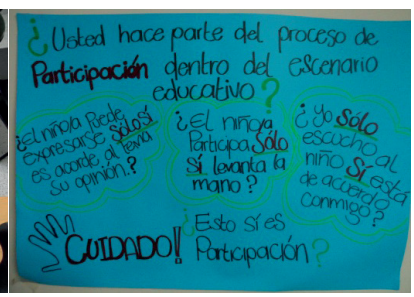
Transforming realities	Reflection about the work and its impact on student-teachers' practicum proposals in schools.	 Tema: Lecto-Escritura. Mi propuesta principalmente tiene como eje realizar una revista colectiva, en donde cada sesión iremos trabajando conjuntamente un tema distinto que le permita a los niños (as) ser partícipes y generadores de su conocimiento; con lo aprendido hoy, me doy cuenta de la importancia de incorporar las voces y pensamientos de los niños a mi propuesta; esto se llevará a cabo, llegando a acuerdos, reconociendo sus conocimientos previos e incentivando la escucha y el respeto entre todos, para ello los temas serán propuestos también por ellas, propiciando así mismo ambientes adecuados que les permitan expresarse y ser ellos mismo. Juliet Ordoñez Téllez. Photograph 6: Student-teacher's proposal
Rebuilding of knowledge	Reflection about what being a child means and how student-teachers can integrate this concept to their practicum in schools.	 veces hablamos sin saber realmente en el transcurso de los semestres escuchado de los derechos, pero algo primordial, ni todo Ademas permite pensar, nuestro en formación y qué hacemos reconozcan sus derechos y si en practica o no. Photograph 7: Student-teacher's reflection

Workshop 2: Children's rights: First P- Participation

Think about yourself and ourselves	Reflection upon participation of children in the school from student-teachers' practicum.

<table>
<tr><td>Dialogue of knowledge</td><td>Group reading of the articles 12 to 17 of the CRC. The strategy of participation in the project PECC and INCITAR* is presented.
 

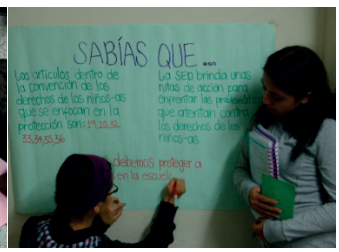
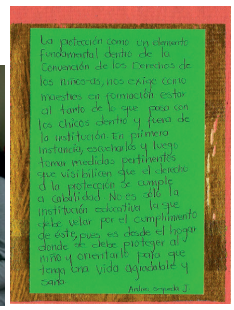
Photographs 8 and 9: Group work on CRC reading
* INCITAR stands for “Iniciativas Ciudadanas de Transformación de Realidades”. Translated by the authors as: Civic actions of reality transformation. This is another project to promote participation, led by the Secretary of Education in Bogotá.</td></tr>
<tr><td>Transforming realities</td><td>Identification of the principles that student-teachers should take into account when planning their practicum to promote a real participation of children in the school.
 

Photograph 10: Principles to promote participation in school</td></tr>
<tr><td>Rebuilding of knowledge</td><td>Student-teachers write a narrative about their personal reflection upon participation and design a poster to be pasted on the walls of the university.
  

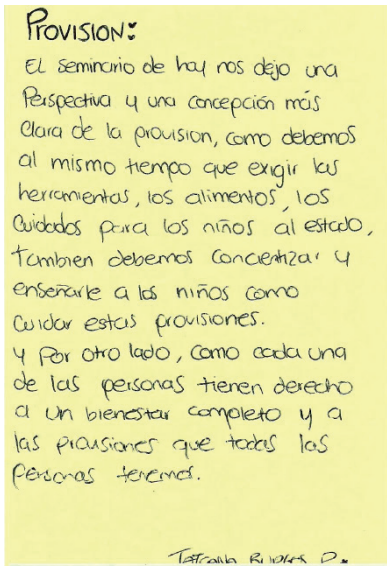
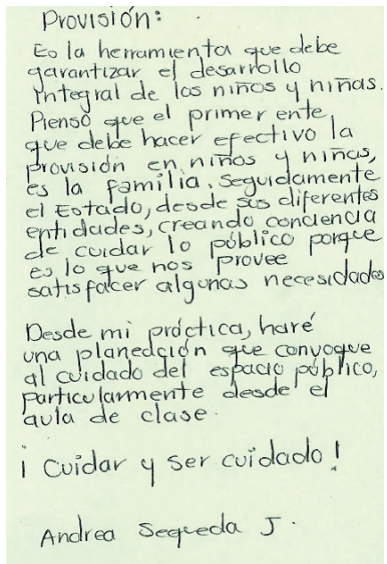
Photograph 11 and 12: Design of the poster and Poster about participation</td></tr>
</table>

Workshop 3: Children's rights: Second P- Protection

<table>
<tr><td>Think about yourself and ourselves</td><td>Reflection upon the principle of protection in the school through the question:
What must children be protected of in the school?</td><td>
Photograph 13: Group work on protection</td></tr>
<tr><td>Dialogue of knowledge</td><td>Three groups are organized to read the articles 19,20,and 32 to 36 of CRC and the strategy RIO** led by the Secretary of Education is presented.

** RIO stands for Respuesta Integral y Orientación Escolar. Translated by the authors as: Integrative response and school guidance.</td><td>
Photograph 14: Group reading</td></tr>
<tr><td>Transforming realities</td><td colspan="2">Student-teachers integrate the concept of protection to an activity done in the practicum.</td></tr>
<tr><td>Rebuilding of knowledge</td><td colspan="2">Student-teachers write a narrative about their personal reflection upon protection and design a poster focused on the ideal of children's protection. The title of the poster is Did you know that...?
  
Photographs 15 and 16: Design of the poster "Did you know that…?"
Photograph 17: Narrative about protection</td></tr>
</table>

Workshop 4: Children's rights: Third P- Provision

Think about yourself and ourselves	Student-teachers work on the concept of provision. Brainstorming about ideas implied in this concept.
Dialogue of knowledge	Reflection upon the following questions: • What does provision mean? • How have we received provision? • How do the children receive provision currently? Photographs 18 and 19: Group reflection
Transforming realities	Reflection upon the care of provision and the care of the public. Student-teachers did a proposal to reinforce this aspect in schools.
Rebuilding of knowledge	Student-teachers write a narrative about the implications of demanding provision and its care.  PROVISION: El seminario de hoy nos dejo una Perspectiva y una concepción más clara de la provision, como debemos al mismo tiempo que exigir las herramientas, los alimentos, los cuidados para los niños al estado, tambien debemos concientizar y enseñarle a los niños como cuidar estas provisiones. Y por otro lado, como cada una de las personas tienen derecho a un bienestar completo y a las provisiones que todas las personas tenemos.  Provisión: Es la herramienta que debe garantizar el desarrollo integral de los niños y niñas. Pienso que el primer ente que debe hacer efectivo la provisión en niños y niñas, es la familia. Seguidamente el Estado, desde sus diferentes entidades, creando conciencia de cuidar lo público porque es lo que nos provee satisfacer algunas necesidades Desde mi práctica, haré una planeación que convoque al cuidado del espacio público, particularmente desde el aula de clase. ¡ Cuidar y ser cuidado ! Andrea Segueda J. Photograph 20 and 21: Narrative 1 and 2 about provision

Workshop 5: Rebuilding of knowledge

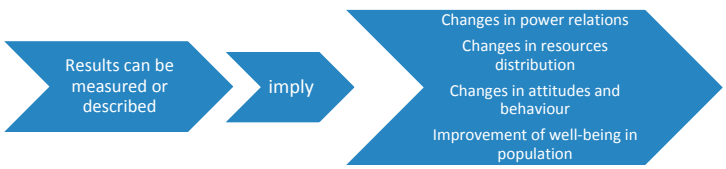
Think about yourself and ourselves	Socialization of student-teachers' narratives and identification of common reflections.
Dialogue of knowledge	Identify the transformations given at personal level and in the practicum from a perspective of rights.
Transforming realities	Identify in the narratives changes in student-teachers' way of thinking and in their practicum in schools.
Rebuilding of knowledge	Reflection upon the question: How was my vision of childhood transformed from the perspective of Children's rights?

4. Results

After the design and implementation of the previous workshops at school and university levels, the following results were achieved among the participants of this project.

4.1 At school level

The Academic Council of El Salitre School had a meeting in August 2015 to socialize, through written reports and oral presentations, the results achieved by the school after 40 weeks of work in this project. There were 35 participants among branch and shift coordinators, leaders of cycle, heads of areas, and student-leaders from the school government. The results are presented in the following diagram:



These changes are described in Table 2 according to every activity implemented in the school.

Table 2. Results from the different workshops at school level.

Activity and Implication	**Games**	**Educational Outings**	**Management and Leadership in Human Ecology**
Changes In Power Relations	They have changed vertical relationships of teacher and students for horizontal ones.	Students play active roles in planning, development and evaluation of outings.	Changes when making decisions: from individual assumptions coming from the principal to collective decisions made by School Councils and Management Team.
Changes In Resources Distribution	• Donation of material by IDEP, parents and Falabella stores. • Resources assignment for new games by the principal of the school.	Changes in resources assignment: from individual interests to cycle and area projects.	• Re-orientation of school budget based on participative Projects: From more than 100 individual projects with weak impact on the population to 3 big thematic projects with impact on 100% of the community. • Communication • Democracy • Environment's protection.
Improving Of Well-being	• Opening of the library in Branch C; as a place of reading, rest and reflection. • Return to traditional games: hopscotch, marbles, chess, lottery, Cucunuba. • Organization of the team called: "Palabreros" to solve conflicts during the break. • Consolidation of cognitive operations, such as: short-term memory, assertive communication and construction of social and moral values.	• Progress in area planning towards integrated planning. • Active participation in a new learning atmosphere improves coexistence relations: Student - student Student – teacher Teacher – teacher Teacher – principal School - community	Changes in vision about the school: from a fragmented notion with 3 branches, 6 shifts, to a unified notion of the school as an ecosystem with relations of equity at the same hierarchy.

Changes Of Attitude	Active participation in games has generated changes in: • Pacific resolution of conflicts. • Decreasing 90% of accidents during break. • Discovering of new leaders. • Changes in teachers' attitude during break time: from watching to sharing.	• High levels of motivation. • 95% of students attended. • Teachers assume responsibilities as a Team.	• Fostering and strengthening of new leadership among students, teachers and parents. • Transition from individual planning to cycle, area and shifts planning. • General improvement of work atmosphere.

4.2 At university level

It is important to highlight that the workshops implemented at university level intended to make student-teachers comprehend the Child's rights from their personal experience to integrate them in their daily planning through their practicum in the different schools. Therefore, one of the main results of this project was the self-reflection with the main premise of learning while participating and reflecting. This self-reflection was a daily practice in the activities of the practicum in schools to start improving the learning atmosphere for children. All these reflections were collected in student-teachers field notes, which allowed the writing of personal narratives and a final group narrative.

Moreover, the workshops made student-teachers recognize the connection among the three P's in their daily practicum in schools and their link with the education policies of the Secretary of Education in the District of Bogotá in the cross curricular project entitled PECC[2]. This recognition was appreciated by the student-teachers, who reflected upon the current distance between the public policies in education with the university.

Likewise, reflections led student-teachers to think about how children's rights are violated consciously or unconsciously in the school. In fact, the participants of this project realized that, although they knew the existence of children's rights and in some classes they had been taught, they had never reflected upon the incidence these rights had in their practicum.

2 It stands for Proyecto de Educación para la Ciudadanía y la Convivencia (In Spanish).

5. Discussion and reflection

5.1 At school level

This project motivated teachers in El Salitre School to strengthen the work on children's rights, because of the fact that they recognized themselves as the main characters of change in the school. This process of appropriateness of the three P's was evidenced in the different classrooms and also in the inclusion of this topic in the school Coexistence Manual.

During the first academic week in 2015, the group of teachers agreed on the need of working together, as a team, and including CRC principles in curricular and extra-curricular tasks. Moreover, it is remarkable how the reorganization of resources in favor of communicative, environmental, peace and coexistence projects, reflected on concrete actions emerged from this project. Among these actions, we find: games, educational outings, training for guides in ecotourism, simulation of work of countries belonging to United Nations, ecological farms, ecological walls, organization of the library, painting and location of sign ads in all buildings to give a special identity to the school as an ecosystem.

The gradual construction of this project made the systematization of isolated efforts possible. This project led the change of individual projects into institutional ones for the purpose of getting well-being for all members of the school community since the perspective of Human Ecology.

5.2 At university level

The workshops implemented with student-teachers did not intend them to talk about children's rights in the classroom, but recognize these rights as an essential part of the practicum in schools. Consequently, it is interesting to identify the participative processes of the student-teachers in their proposals. In fact, when they reflected upon their practicum, they recognized positively the strengthening of participation in their lesson plans and the experiences and moments where they had enhanced the voices of children in schools. All this process was recorded in their narratives, based on the field notes of the practicum.

This project allowed student-teachers to practice the three P's in their classrooms during the practicum. Thus, they understood the importance of integrating the three main principles of CRC and going beyond the teaching of children's rights as another topic in their lesson plans. Personal reflection was always the essential component of this project. The instruments used to gather these reflections during the practicum were the field notes and the narratives at the end of the workshops. From the socialization of these narratives, at the end of the whole project, a group narrative was constructed by all the participants. Here, the student-teachers remarked the different experiences

around the recognition of the three P's and demanded the work based on CRC as a part of the curriculum in their Bachelor program.

6. Way forward

From this project, at school level, teachers will continue their work as change agents with commitment on life and environment protection, able to manage new ways of communication, leaders in construction and re-construction of human beings expressing peace, well-being and happiness in their daily activities. Teachers will provoke a permanent and positive impact in their pupils and families, who probably will be able to replay the same values in their lives and surroundings.

At university level, the spreading of the workshops in different groups of the Bachelor Program in Children Education at Universidad Pedagógica Nacional and of the Bachelor Program in English Teaching at Universidad Distrital will be one way to continue working on this project. In addition, to include a subject based on the Convention on the Rights of the Child in the curriculum of these bachelor programs will be another way to prepare future teachers to face realities in schools by promoting the accomplishment of Children's rights.

A continuous observation and monitoring of the process constructed through this project, both at school and university levels, has to become a responsibility of us, as change agents. It is completely necessary to build a bridge between expert and novice teachers, and student-teachers as well. This team work will allow children to grow and be educated in friendly schools, where the three main principles of the Children's rights: Protection, Provision and Participation will be the central axis of their curricula.

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DPR of Korea

DPR of Korea had its first and only team in batch 20 (2014) and has in total had 1 team and 3 change agents in batches 1-21 (March 2015) in the programme.

Level	Change Agents	Change Projects	Comments
National	3		
Region/Province/District			
Local		1	

Table1. Change Agents´ professional position and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

Geographically the team is from Pyonyang. The project focused on "Child Friendly Classroom".

Area: 120,540 km^2
Population: 24,895,000 (est. 2013)
Capital: Pyongyang
Independence: 9 September 1948
Official language: Korean

The Democratic People's Republic of Korea

Child Friendly Classroom

Yu Hyon Sun, Jo Yong Sil, and Kim Phyong Sik.

1. Introduction

The Democratic People's Republic of Korea (DPRK) is situated on the Korean Peninsular in the east of the Eurasia Continent.

Pyongyang is the capital city of the DPRK.

Ours is a homogeneous nation that has lived with a single language from the olden times.

A number of national cultural inheritances such as Metal type, Chomsongdae (Astronomical Observatory), Udometre and Turtle ship invented by our predecessors are evidence of time-honored history and culture of wise and intelligent Korean people.

The leading famous places such as Mt. Paekdu, Mt. Kumkang and Mt. Myohyang, and cultural recreation area such as Rungna Pleasure Park for the people, Masikryong Ski Pass and Munsu Water Park have been built excellently to contribute to the cultural and emotional life of people.

In recent years, thanks to the wise leadership of the respected Comrade **Kim Jong Un,** a large number of monumental projects are being built throughout the country including Pyongyang

Especially the high-rise apartment buildings in the centre of Pyongyang city for the educationists of **Kim Il Sung** University and the ones in beautiful Taedong River for the educationists of Kim Chaek University are gifted to the ordinary educationists and scientists. This shows the belief and warm love of the respected Comrade **Kim Jong Un**, who treasures and treat teachers and professors that are directly in charge of educational work preferentially

Our state places a strong stress on the educational work bringing up the future of the country. This policy of attaching foremost importance to education was already put forward as a major one by the great leader Comrade **Kim Il Sung** when he founded the Republic.

The DPRK has paid primary attention to the care and the education of children, the future of the nation thanks to the love and the careful guidance of the great Generalissimos so far since it was founded.

Kindergartens, schools, children's palaces, camps, children's hospitals and fun fairs built everywhere in our country are the strong evidence of the government of the Republic, which shows how they love and support children, the king of the country.

Our country already ratified the Convention on the Rights of the Child (CRC) in 1990. Education plays an important role in providing children's rights. To provide children with rights means to provide and guarantee all the conditions so that children grow into powerful social beings with independent ideological consciousness and creative abilities. Children's rights can be displayed fully only when high quality of the education is provided.

Our country has wonderful material and technological foundation that can improve the quality of education and provide children with rights under the wise leadership of the great leaders.

Now in our country the content of education, techniques of teaching and the conditions and the circumstance of education is continuously being updated to meet the present development in accordance to the introduction of new universal general 12-year compulsory education system.

Especially improving techniques of teaching as a basic factor deciding the quality of education is vital to provide children with receiving education.

However the content of education is wonderful, the quality of education can't be improved and furthermore the rights of children can't be fully displayed unless techniques of teaching are updated.

Classroom is the right place of education where teaching, activities of children and other extra activities are organized and taken place and also the world in which children can grow up into the ones with sound spiritual and moral traits, rich knowledge and strong body

Therefore, providing friendly atmosphere in classrooms in primary schools is not only a driving force of children to play actively and voluntarily with positive emotion but fundamental issue to provide them with rights.

Our team of the DPRK set up a task to provide children with friendly atmosphere in classrooms in primary schools so that they can flourish their abilities to the content.

2. Frame of Reference

To provide friendly atmosphere in the classroom in the primary schools means to provide the atmosphere in a way best suited to children's age and psychological peculiarities.

In other words, teachers respect children's personality and provide atmosphere of study in which children can display their abilities to the content.

In these kinds of classrooms we can see teachers who are always kind, energetic and generous and we never see them scold, insult and treat children badly in any cases.

In these kinds of classrooms, children take an active part with positive emotion to have an appropriate conclusion by themselves. And through these process they express their opinions and they help and communicate one another.

In this atmosphere pupils feel easy psychologically and automatically they communicate with teachers actively and in the end they have confidence in themselves.

Kindness, smile and careful help of teachers lead children to feel like expressing their opinions and making something themselves. In these classrooms not only the effect of teaching can be easily made but the quality of teaching can be improved.

In general, primary school pupils, unlike secondary school students, need teachers' active and kind attention in their study psychologically. They follow and respect their teachers who teach them and take care of their life like their mothers.

However, in some of primary schools there are still some teachers who don't create friendly atmosphere in a way best suited to children's mind.

They don't abandon the stereotyped idea and attitude saying "teachers must always be strict to the children and keep them at a certain distance."

In these kinds of classrooms children lose confidence in themselves and are passive not only in expressing their opinion but communicating with teacher and between children due to teacher's strict face, the manner of speaking, gesture and stereotyped procedure of the lesson. As a result, they can't display their abilities to the content.

And since some of the teachers don't respect and love the young children, they fail to create a peculiar teaching technique which suits to their minds.

To respect and understand young children's self-respect, dream and their thoughts and behavior is the key to be friendly with them.

Many new teaching techniques are being created by the primary school teachers. It will lead to practical result only when they proceed the procedure of teaching smoothly in accordance with the children's mind.

The procedure of teaching is a work with children. Therefore, the most important here is a work with emotion and the mind of children

However good techniques are applied, it is obvious that the techniques remain as techniques unless children open their mind.

The key to open their mind is none other than teachers who lead a lesson smoothly with the attitude of kindness and smile on their faces. There lies secret to make effect and improve the quality of teaching.

Next, we need to generalize these good experience to other schools.

To cope with these problems, we focused on "everything begins in the classroom" we had workshop with headmasters of primary schools and did various activities. Also we generalized good experience gained here on a nationwide scale.

2.1 Purpose

Firstly, it is to bring about a radical change in teachers' attitude and viewpoint on children with a feeling of kindness and love.

Secondly, it is to let teachers themselves realize the necessity of providing friendly atmosphere in primary schools and train them as the well-qualified.

In a word, it is to contribute to provide children with their rights by generalizing those experience and techniques gained through the process mentioned above.

3. Methodology (Activities)

We had workshop named "Child-friendly Classroom" covering 5 primary school headmasters and 20 teachers, in which they did discussion, interview, model lesson and other activities. Afterwards, we introduced those methods to different schools.

Activity 1

To perform the workshop successfully we prepared plan and documents concerned with it.

Period: June, 2014-July, 2014

3.1.1 Planning

Title: "Some issues on creating friendly atmosphere in classroom of primary schools"

Framer: Team Members of DPRK

In the plan was written in 3 parts:

1. About providing children with their rights.
2. The need to create friendly atmosphere in classrooms of primary schools.
3. Important issues on creating friendly atmosphere in classrooms of primary schools.

In the first part is illustrated that our great leaders put forward a policy of attaching the most weight to children and students and provide them with rights taking preference over other work in all fields such as social life, education, health care, family, judicature and so on. Also it is illustrated that "Law on the Nursing and Upbringing of Children in DPRK", "Law on the Providing Children with rights in DPRK" and "Law on General Education in DPRK" are contributing to providing children with rights and interest to the maximum in all fields of social life, education, health care, family, judicature and so on by consolidating and developing the system of providing children with rights in our country.

Especially in "Law on the Providing Children with rights in DPRK" (is consisted of 6 chapters and 62 provisions) reflected the policy of our Party to attach the most weight to children and students and provide them with rights. Here is written the mission of law on the providing children with rights, the principles of providing children's equal

rights, the principles of attaching foremost importance to children, the principles of providing children with rights in education and health care legally.

Then it is illustrated CRC confirmed internationally. (CRC was adapted on November 20th 1989). This convention is consisted of 54 articles in total and gives contents of definition of the Child, Provision, Protection and Participation and especially emphasized that children have rights to receive education naturally.

In the second part is illustrated provision of children's rights and the need of providing friendly atmosphere in primary school classrooms with sets of examples.

In the third part is illustrated with detailed contents to do all teaching activities to meet children's mind ranging from preparation to the process of teaching to provide friendly atmosphere in classrooms of primary schools.

3.1.2 Preparing documents.

- "Law on the Nursing and Upbringing of Children in DPRK"
- "Law on the Providing Children with rights in DPRK"
- "Law on General Education in DPRK"

Activity 2

A group of 25 teachers including 5 headmasters of primary schools in Pyongyang was organized and they were trained.

Date: September 5-6, 2014

Place: Grand People's Study House

Participants: 5 headmasters(from Kim Song Ju Primary School, Pyongyang Primary School No.4, Rungna Primary School, Dongmun Primary School, Changgyong Primary School) and 20 teachers (from Kim Song Ju Primary School, Pyongyang Primary School No.4, Rungna Primary School, DongMun Primary School, Changgyong Primary School)

In this workshop they did different kinds of activities such as giving a lesson, discussion, oral report, exchange experience and so on.

3.2.1 Focused topics

1. The rights of children and its related laws.
2. Reflecting negative phenomenon of not creating friendly atmosphere in their schools.
3. Clarifying the types of atmosphere during lessons according to psychological state(attention, emotion, will and thinking) and analyzing the reasons.
4. The interrelation between the activity of brain and friendly atmosphere.
5. Which teaching aids is more effective (visual teaching aids, auditory teaching aids, visual and auditory teaching aids)

6. The understanding of attention-getting of children during lessons.
7. The effective technique to attract the interest of children

3.2.2 Lecture

The contents related to 1), 4), 5), 6) 7) were mainly done in the form of lecture which was already prepared beforehand and during the lecture discussion, oral report and exchanging the experience were done.

The main issue to create atmosphere of the classroom which suits to the primary school children's mind is teacher's rich emotion and high moral culture displayed during the lesson.

Pupils, who like to copy good behavior of other people at this age, respect especially their teacher who teaches everything they want to know and look after their life and follow his behavior, clothes, courtesy and the way of his speaking.

What is more, they tell even about their family's problems frankly and take if for granted that teacher should solve them. That' s why they are sensitive to the teacher's mood from the beginning of the lesson.

When they see their teacher's good mood, they feel easy and take an active part in the lesson. When they see their teacher's good behavior (praise, stimulation, encouragement), full of love and true mind, they are thankful and work hard.

This shows that the teacher's emotion and moral culture plays an important role in the emotion and intellectual activities and furthermore, it effects the formation and development of children's character.

So it is emphasized that teachers must fulfill their responsibilities for bringing up children into the ones with sentimental emotion and moral culture.

3.2.3 Synthesis of the content of group discussion

We synthesized the contents mentioned in 2), 3) over the results of group discussion and activities.

- Headmasters and teachers showed the negative phenomenon in their schools vividly by role play and explanation.
- We classified and synthesized the atmosphere of classroom in primary schools in groups.

Activities 3

We prepared a model lesson in which teacher create a friendly atmosphere.
Date: October, 5th 2014
Place: **Kim Song Ju** Primary School

3.3.1 Doing a model lesson

We made each school prepare a model lesson of different subjects (Korean, Math, Science, Music and dance and drawing and handicraft)

Also we made them prepare for doing a model lesson.

We let them instruct them focusing on following issues.

1. Preparing for teaching (Understanding the contents of lesson, preparing teaching aids, understanding children.)
   a. Try to have a full understanding the contents of a lesson and make necessary teaching aids in advance.
   b. Try to understand the children.
   c. Teacher exerts himself for having emotion and moral culture.
2. Organizing the process of a lesson
   a. Teacher exerts himself for attracting children's attention.
   b. Attention is a psychological phenomenon expressing in directionality, concentration and durability. As it participates in all the psychological process such as thinking, memorization, observation and imagination and stimulates the activity of work of students, teachers should organize it in all stages; beginning stage, procedure stage and ending stage.
   c. Teacher should try hard to mix them with children
   d. Teacher should put himself as a student's position and express his positive emotion to students and feel the student's emotion. Teacher should link this emotional transference with intention, viewpoint and emotion advantageously to provide hilarious and friendly atmosphere.
3. As the emotion of teachers are expressed by language, a state of mind and gesture, they should try hard to express in various ways to remove fear and tension of students.
   a. Teacher should use effective technique actively to attract children's attention.
   b. It is important to let all pupils take part in discussion and oral report and be careful not to do group work too many times so that they can think and discuss enough without tension.
   c. Also teacher should praise and encourage children with a smiling face and in a kind voice.

d. Especially, teacher should stimulate and encourage backward children in the study with a smiling face and in a kind voice saying “good”, “not bad” or “you can do it well if you try harder”

4. Change the process of teaching.

a. The guidance stage in the past lesson structure must be replaced by creating atmosphere and leading to giving new knowledge.

3.2 Evaluating the lesson

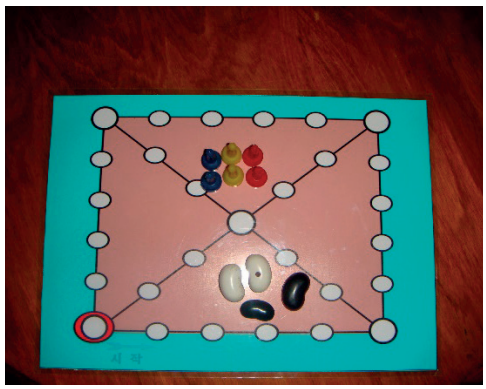
1. We made officials of teaching administration and teachers attend model lessons as observers and evaluate and correct the mistakes.
2. We organized to show a completed lesson to some degree to the teachers in their school so that all teachers could introduce the technique meeting actual conditions.
3. We let headmasters observe lessons regularly and understand the realization of model lessons.

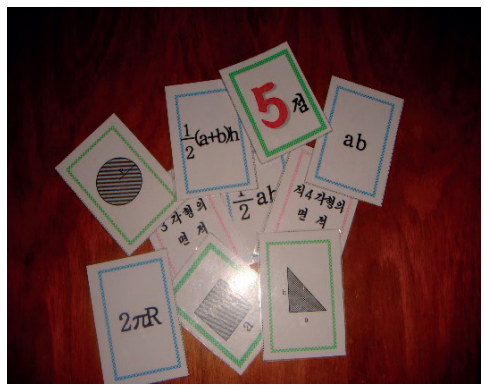
4. Result

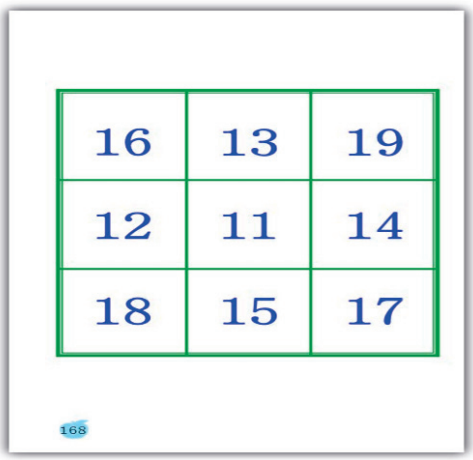
1. They got to know well about the policy of the Republic of providing children and students with rights by law and system firmly through the period of writing workshop plan.
2. The participants in the workshop realized the importance of providing children with their rights in the classroom after reflecting their activity of teaching and education.
3. They found many examples of not providing children with their rights fully in schools by the way of discussing and reporting orally, and discussed to find rational solutions
4. They all agreed that we can classify the atmosphere in the classroom into 3 types according to attention, emotion, will and thinking through discussion.
5. They also got to know that creating friendly atmosphere in the classroom is biological need to heighten the effect of teaching through the discussion about the activity of brain and the friendly atmosphere.

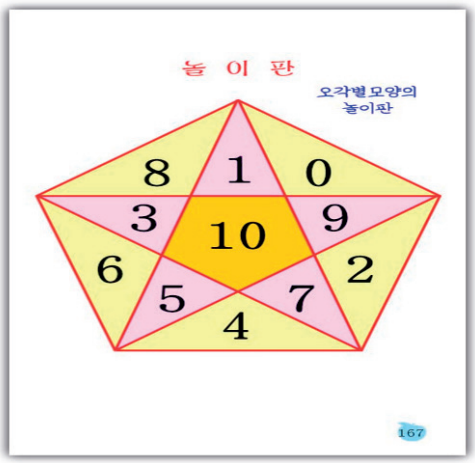
	Active atmosphere	Passive atmosphere	Negligent atmosphere
Attention	Both teacher and children pay attention and concentrate	• Children sit idle (Teacher is too strict.) • Children don't pay attention well and play on their own.(Teacher is not well-qualified.)	• Children never pay attention. • Teacher stops giving a lesson to maintain the atmosphere of the classroom.
Emotion	• The process of a lesson is active and full of emotion • Teacher and children mix well	• Children are under stress and feel unhappy. (Teacher is quite strict.) • Children are in a low spirit and don't respond to teacher. (Teacher is not well-qualified.)	• Children make a noise on purpose and don't like to have a lesson. • Teacher can't stand any more and gets angry
Will	Children try to overcome the difficulties in their work.	Children are afraid of difficulties and don't want to be called their names.	Teacher never tries to cope with the problems.
Thinking	• They think actively and display their creativeness. • Teacher use vivid and interesting language and is rapid to understand and answer the questions from children.	Children are not active in thinking and slow to respond to teacher's questions.	Teacher doesn't try to exercise his intelligence.

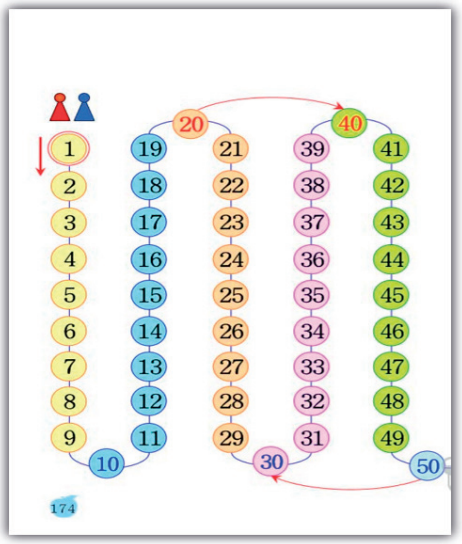
6. They realized the need and importance of providing friendly atmosphere through the process of writing workshop plan and doing and showing model lessons in schools and laid a solid foundation to generalize in primary schools.
7. Through this workshop and model lessons, the participants found themselves much better at creating friendly atmosphere with children and cooperating than before.
8. We introduced and popularized loads of activities and work materials for children in the classroom.







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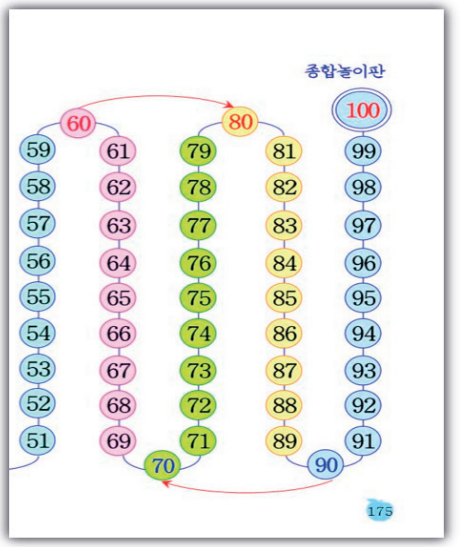
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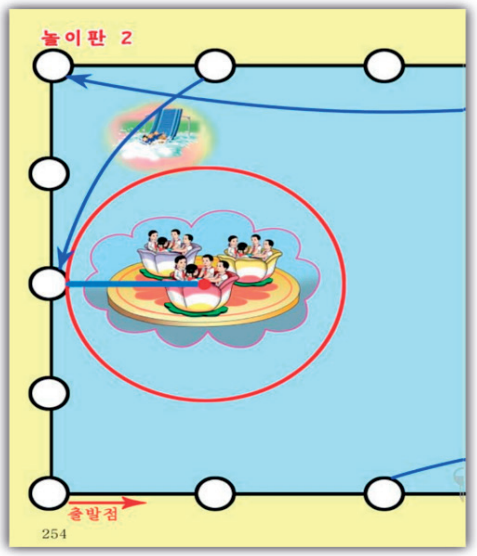
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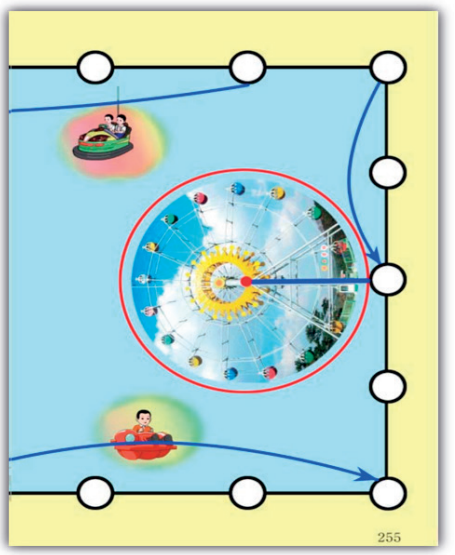
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5. Way Forward

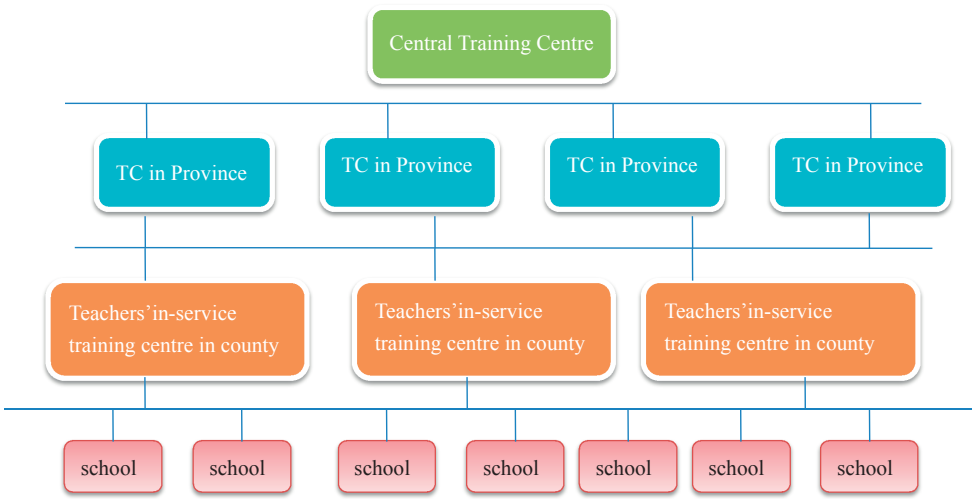
1. We are going to have a wider range of application of "The child friendly classroom"in 5 selected schools. With the help of headmasters and 20 teachers who have already participated in the workshop, we are going to let 5 primary schools organize another workshop and model lessons by themselves and all the teachers teach and educate children with a new viewpoint and attitude towards children.

   a. Also we are going to let those 5 schools develop exchanges among them by exchanging their experience and success in the process of workshop.

   b. Thus these schools become "friendly classroom" "friendly school".

2. By re-educating and training teachers, we are going to have all teachers in primary schools have abilities to create friendly atmosphere in which they teach and educate children.

   First of all, we are going to give a short course to the counselors in central training centre and then these counselors give a course to the ones in training centres in each province. Counselors in training centres in province to the ones in their county and in the end, the counselors in each county give a course to the teachers in their area.



3. We are going to write new teaching techniques and classroom activities in the textbooks and teacher's books of primary schools for children to take an active part with interest on the basis of experience and success gained in the process of workshop and model lessons.

Indonesia

Indonesia had its first team in batch 1 (2003) and in total 14 teams and 39 change agents in batches 1-21 (March 2015) in the programme.

Level	Change Agents	Change Projects	Comments
National	2	0	
Region/Province/ District	26	8	UNICEF, Teacher training and local schools
Local	11	7	

Table 1. Change Agents´ professional position and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

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

Area: 1,904,569 km^2

Population: 252, 812, 245 (est. 2014)

Capital: Jakarta

Independence: 17 August 1945

Official language: Indonesian

INDONESIA

Empowering students in disaster risk reduction (DRR). A CRC project at Muhammadiyah 1 senior High School Klaten

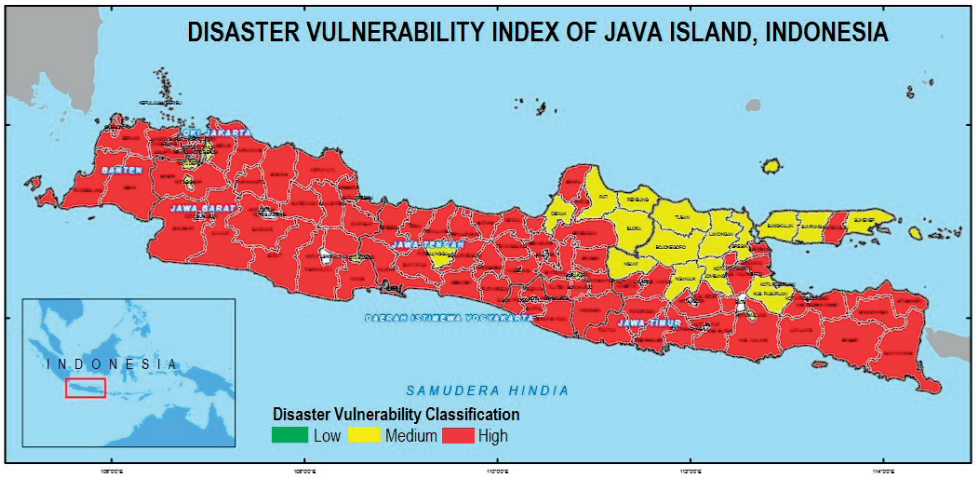
M. Amin Sunarhadi, Mauly Halwat Hikmat, Agus Supriyadi

1. Introduction

Indonesia has experienced many disasters as it is an archipelago located at the meeting points of the earth's tectonic plates. The Euroasian plate is directly collided with the Indo-Australian plate in the west and south side. Another meeting point of three plates are in the east, namely Phillipine Sea plate, Pacific plate and Indo-Australian plate. Such geographical location has made this country prone of geological hazards such as earthquake, tsunami, landslide and volcanic eruption.

In addition, due to the impact of global climate change and rapid population growth with the complexion of plurality in the society, Indonesia becomes more vulnerable. In short, the geographical and demographic characteristics as well as other aspects have posed Indonesia at a high level of risks. *Badan Nasional Penanggulangan Bencana*/ BNPB (the National Agency for Disaster Management) recorded that there were 1,306 disaster occurences with the total number of 624 people dead and missing, 5,570,928 people suffered and internally-displaced due to disasters, and 77,975 houses damaged each year (in 2009). However, so far the government does not pay much attention to the students' participation in the mitigation of disaster despite good responses and action to help the casualties of the disaster.

Under the UN Convention on the Rights of the Child (CRC) children have inalienable rights in all circumstances - including disasters, when they are at their most vulnerable - and the right to participate in decisions that ultimately affect them. The DRR is closely related to CRC referring to article 19 of CRC that talks about child's right to protection from all forms of violence. In addition, article 6 of CRC states children's rights to life, survival and development that among others is about educating a child



about disaster risk and empowering the child. Simultaneously it is necessary to ensure the participation and voice of children in DRR efforts to enforce Article 12 (respecting the views of children).

This article presents the report of the project of CRC sponsored by SIDA. The project focused on empowering students in disaster risk reduction (DRR) and was conducted at Muhammadiyah I Senior High School in Klaten, Central Java.

2. Frame of reference

Indonesia has ratified the UN Convention on the Rights of the Child of November 1989 on August 25th, 1990 with Indonesia Presidential Decree number 36/1990, and other laws. However, most Indonesian people, even the educated, know a little or nothing about child rights despite the efforts made by the government. Actually, Indonesian government has taken many efforts to realize 3Ps (Provision, Protection, and Participation) of child rights.

For Provision, the government of Indonesia implements some programs, such as: (1) Additional Food Program for School Children (*Program Makanan Tambahan Anak Sekolah*), (2) Milk Drinking Movement (*Gerakan Minum Susu*), (3) School Doctor (*Dokter Sekolah*), (4) Act of Education System, number 20/2003, where 9 years education is compulsory for all children, (5) Financial Assistance for School Operation (*Bantuan Operasional Sekolah*), and (6) Financial Assistance for Poor Students (*Bantuan Siswa Miskin*).

Dealing with Protection, with the law on Child Protection, Law Number 23/2002 (Undang- undang Perlindungan Anak), Indonesia really cares about protecting children from trafficking, employment, parents' ignorance, bullying, and abuse. There are also some Non-Governmental Organizations handling these issues.

In terms of childrens' Participation, Indonesia has promoted many programs related to the right of the child to freedom of expression. In education context, the government implements many programs that are intended to encourage the students to be active in the classroom or at school. Through the latest curriculum, the teachers were urged to implement student-centered learning and active learning and PAIKEM (*Pembelajaran Aktif, Inovatif, Kreatif dan Menyenangkan*/Active, Innovative, Creative, and Friendly Learning). The Government also provides in-service training to facilitate the teachers to implement that program. The teacher training colleagues are also invited by the municipality to coach the teachers in the local area such as in MGMP (Teachers Group by Subject) which are held every week. The training and coaching are usually focused on how the content, process, operation and evaluation standard are all arranged in lesson plans and implemented in the learning process. Related to student organization, there is an OSIS (Internal Student Organization of School) in every Junior and Senior Secondary School. This organization enables the students to take part in school activities although it has not yet functioned as students' council.

To promote CRC Indonesia has sent 14 teams to training held by SIDA. The first batch was sent in 2003 and the last batch (batch 20) was sent in 2014. Therefore there are 42 agents of change in Indonesia. The three P's are the concern of all change projects with speical focus on participation and development of child friendly schools. The projects are covering schools located both in urban and rural areas.

The change agents represent different socio-administrative levels. As for batch 20, the team consists of the vice principal of Muhammadiyah I Senior High School, Klaten, two lecturers of teacher training and education Faculty of Universitas Muhammadiyah Surakarta (UMS). One is lecturer of Geography Education and one is lecturer of English Education as well as a member of Centre of Teacher Improvement of UMS.

Referring to the data of disaster preparedness, as surveyed in 2012, Muhammadiyah 1 Senior High School Klaten was classified "not prepared" to face a disaster. This evaluation shows low performance in protection of the students, their rights to live and survive.

3. Purpose

This project aims to empower students in DRR.There are three specific objectives:

1. Providing students with the knowledge of disaster.
2. Involving students in disaster preparedness and socializing the knowledge and disaster preparedness to other students and community, and
3. Integrating DRR knowledge in the curriculum.

4. Project site

The setting of the project is Muhammadiyah 1 Senior High School Klaten. It belongs to *Muhammadiyah*, the second-largest non-governmental organization in Indonesia with 29 million members, established in 1912. It has more than 27 universities, 5,754 schools, 144 hospitals, 318 orphan houses, 81 disable rehabilitation centers, 6.118 mosques, and so on (www.muhammadiyah.or.id). Since Muhammadiyah plays a big role in education, the project is expected to inspire and even innovate the curriculum in other schools located in any potentially disaster area.

The teaching and learning process in the selected school had already, when the project started, to some extent implemented the 3P's of CRC . In terms of provision, the school provides facilities for teaching and learning process such as free books for students, comfortable and well-equipped classrooms and qualified teachers. In terms of protection, the school has protected children with the rules such as anti-violence and bullying rules while in term of participation, the school has involved student's organization, named Organisasi Siswa Intra Sekolah (OSIS), to take part in any programs. In addition the teaching method in this school has been student-centered which makes students highly participate in teaching learning process. However, as a school which is located in a disaster area and which has experienced some effects of disaster, the curriculum has not included the provision of subject or program which involves students' participation related to the mitigation of disaster and how to cope with disaster.

Since it was founded, this school has experienced the effects of Merapi eruptions many times including some earthquakes caused by the eruptions. Dealing with the disasters in this region, the actions given so far are those needed to help the casualties of the disasters. The local government quickly responds the disaster by some fast-responsive programs including some trauma-recovery programs for children. In this case, the government has paid their attention to the child rights to get recovery from disaster effects. The local government has not been aware of the importance of the mitigation of disaster by providing some knowledge and training especially for children and their teachers.

Related to the preparedness of the disaster, initial evaluation of SMA Muhammadiyah 1 Klaten in disaster preparedness needed improvement as well as shown as Table 2. Based on Indonesia Science Institute (LIPI) criteria (2006), the percentage of preparedness of this school was 50% that categorized of less of preparedness.

As for handling disaster, so far the government and even the school management and community think that it is merely of adults responsibility. Children are not involved. Referring to this condition, the project will provide primarily teachers and students with adequate knowledge about disaster and how students participate to cope with disaster and mitigation of the disaster effects. The parents and community will become the target of dissemination by the students. This will give the impact not only to teachers-students relation in school but also school-community relation.

5. Methodology

The team designed the program to empower students' participation and improve school roles in disaster risk reduction.

Target Group and Stakeholders

The Target Groups are students, teachers, school management and stakeholders including BPBD (Regional Disaster Mitigation Center), school community, and Education Department.

Activities

To achieve the objective, the team arranged meeting with parents, workshops for teachers, and Disaster Risk Reduction training for students'.

6. Results

The program was implemented in the following activities based on the following outputs as planned:

1. Preparing the target groups

The team informed the target groups about the plan. The target groups (teachers and the students) were informed about the project and the procedures. The participants of the meeting were 30 teachers and 100 students.

On June 19th, 2013 the team informed the principal and all teachers about the plan.The background of the project and the procedures that would be implemented

Figure 1. Introduction about change project

Figure 2. Teachers gave hight attention by the CRC Team to teachers and support for change project

were the main topics of that meeting. The participants of the meeting were 30 teachers. The team described the CRC project, and introduced the participants to the project. All teachers gave the high attention to the team and gave very good responses to the project.

The meetings with students were conducted twice. Firstly, meeting with student board or called as OSIS. They were 6 students as the part of OSIS. The second meeting was conducted in the mid of orientation programme for the new students of SMA Muhi Klaten. There were 100 students attending the meeting.

The third meeting was meeting with parents. Parents were informed about the disaster risk reduction and the program of empowering students to participate in disaster risk reduction.

2. Creating baseline.

The teachers and the students were given questionnaires to measure their preparedness. The result of this was compared to that after the training. The team was supported by many students involving in this research. The teachers and the students were given questionnaires to measure their preparedness.

The preparedness levels of teachers in disaster are in range from "prepared" to "very prepared". The study showed that teachers have a very good knowledge about disaster and also "Very Prepared" in Disaster Preparedness. In contrast, students have low level for preparedness even they know much about kind and processes of disasters.

The data about school preparedness before the CRC change project can be seen in the following Table 1.

Table 1. Initial data of SMA Muhammadiyah 1 Klaten in disaster preparedness index

INDICATORS	Yes	No	Score (0 or 1)
School has the section of Disaster Preparedness in School and Medical Aid Team		V	0
School provides the basic equipment for Victims of disaster, e.g. first aid , stretcher (dragbar), medicines, tarpaulins, tents, and water resources .		V	0
School monitors and prepares evacuation (school provides readiness test or train on a regular basis)		V	0
School cooperates with relevant parties both local disaster management (village and sub district) as well as governmental agencies responsible for the coordination and implementation of disaster management in the city or county .		V	0
School buildings are not located on land near the former and final disposal (landfill) and the local mining		V	1
School building is away from high voltage power lines (at least 0.5 km)		V	1
School building is quite far from the river and is at an elevation that is safe from floods		V	1
School buildings are not on top of a cliff or slope should not exceed 6 %		V	1
Form of school buildings as much as possible are symmetric and simple to anticipate the damage caused by the earthquake	V		1
The shapes of the school building are T, L, and U to prevent the separation of structure damage caused by the earthquake or subsidence.	V		1
The building is designed with air circulation and adequate lighting.	V		1
The class has two doors open out.		V	0
School has enough evacuation route, not blocked and secure with clear directions and are easily identifiable by learners.		V	0
School has furnished equipment ,media education, books, and other learning resources, information technology and communications and other equipment	V		1
The building is equipped with facilities and infrastructure fire prevention and suppression, at least in the form of a light fire extinguishers (APAR)		V	0
School buildings has sufficient and adequate clean water and sanitation.		V	0
Total			8
Percentage			50%

Source: Survey

After the preparation in the first month, the team interviewed the teachers and the students to collect some information about their knowledge, perspectives and feelings about disasters and their ideas about how to cope with disaster. The result of the interviews shows that students have experience with earthquakes and volcanic eruptions, but do not know exactly what to do if it happens again. This is reflected in an excerpt of an interview with the student.

> Question (Q): What did you do when Merapi errupted in 2010
>
> **Student Answer (SA): It happened when I was 14 years old. I was just trembling and called my parents.**
>
> Q: what if the disaster happened at school when you were in the school?
>
> **SA: I did not know....confused may be**
>
> Q: Do you think this knowledge is important?
>
> **SA: Yeah...important**
>
> Q: Do you think it is necessary for the school to give training or to get knowledge about disaster at school?
>
> **SA: Yes...**

After compiling the results of interviews and questionnaire survey on students and teachers, the team drew the following conclusions:

1. Teachers and students know well enough about the disaster.
2. Teachers have high score on preparedness for disasters
3. Students have low scores on preparedness for disasters
4. Training on DRR is needed to be given to the students

These informations were used to help the team design the materials for training that fit the students' best interest. The data were analyzed using inductive analysis to find the pattern. The analysis of data obtained from the teachers and the students was used to design the material of the mitigation program.

3. Availability of materials of DRR training

The material design was conducted in the fourth and fifth month of the project. The team collected the material needed and adopted some relevant topics from existing materials. The team then developed the simplified version of the materials which is suitable for high school students. It contains 47 pages and was distributed to all teachers and

students. The material is divided into 4 chapters and is designed as a book. The following is the organization of the book:

CHAPTER I. Introduction
CHAPTER II. The Concept of School-Based Disaster Preparedness
- Definition
- Basic Concept
- Objectives

CHAPTER III. Parameter, Indicator, and Verification
- Attitude and Action
- School Policies
- Preparedness Planning
- Resource Mobilisation

CHAPTER IV. Guidelines for School-Based Disaster Preparedness Development
- Values and Principles
- Roles and Responsibilities
- Supporting Prerequisites
- Measures

The cover of the book is shown in appendix 1

Firstly, the teachers and students were not happy with the lay out because it seemed not interesting and too serious. Considering the response, CRC team modified and simplified the book in booklet form. The new teachers and the students were happy with the changes and the materials were accepted (see Appendix 2). This change gives opportunity to make communication easier than before to students and also teacher.

4. Training the students and the teachers

The team trained the students and the teachers with some activities: Evacuation and Response Simulation. Initially, this program was facilitated by CRC team with support from Center for Disaster Mitigation of UMS. After three times, there was changing in initiative after the principal discussed with some teachers and decided to invite some staffs from Regional Disaster Mitigation center. The training was held regularly twice a week, one hour each meeting with 30 students participating in the training. There was one teacher assigned by the school principal as the coordinator of the training.

The school principal has strong commitment to the empowerment of the students in DRR. Therefore, the team of DRR has been built. The members are selected students from the students council. The team was trained regularly with the assistance of some university students and the Disaster Management Board of Klaten. The students participated in creating the scenario of simulation. They also participate in making evacuation signs.

The simulation was conducted twice in two months. Before simulation, school community (students, teachers, principal, and administrator) participated in identify-

Figure 3. Training on evacuation actions

ing school's resources and designing of evacuation route, school's response policy and procedure on disaster, and disaster response team have responsibility on emergency response plan, disaster early warning system and resource mobilization. After the discussion, students practice the result of discussion on two simulations. After the training and simulation, students and OSIS were encouraged to have initiation to empower other students. The students spread their knowledge and the mitigation issue to other students and community.

At first, the students did not attend the training seriously. However, after it was conducted twice, and the trainer gave some motivation, they attended the program eagerly. In addition, the support of BPBD and UMS on disaster risk reduction education provides an atmosphere that is conducive to both students and teachers, and made the students realize that the training was important.

5. Socializing the knowledge and disaster preparedness to other students and community

After training, the student organization (OSIS) invite other students to socialize in the classroom. They also spread through school extracurricular activities such as Scouts and Red Cross. This information was given to the entire class, especially regarding the evacuation route and the arrows to show where students should gather when a disaster occurs. Announcements and bulletin boards are also used to convey this. Arrow evacuation, materials, and evacuation procedures were independently designed and implemented by the students. This suggests that after training, the students had a high participation rate in education for disaster risk reduction, ie at level 7 where students produce their own work as an educational program on disaster risk reduction.

Students also gave socialization to parrents and community about disaster risk reduction. After the student council, OSIS, socialize their knowledge about DRR, the students are encouraged to disseminate to their respective families. Each student is expected to spread the information about DRR to his family to improve disaster preparedness.

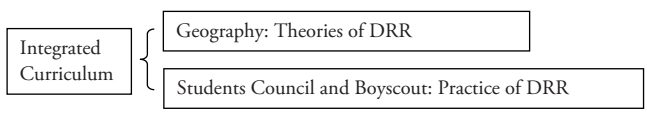
6. Integrating DRR into the curriculum

The adoption of DRR in curriculum is supported by the local government. The local government has announced the decree number 6/2014 about integrating DRR in the curriculum. The team facilitates the teachers to insert the materials to the existing curriculum. The team conducted a workshop about the curriculum of DRR. The school management agreed to insert the materials of DRR in some subjects, namely Geography. The following is the example of the insertion of the DRR material to the syllabus of Geography:

Theme:	Analyzing geosphere and its effect on life
Topic:	Analyze the dynamics and the tendency of the lithosphere and pedosphere change and its impact on life on earth • Cycle rocks and soil • Type earthquakes, landslides, erosion, and volcanoes.
Activities:	Students convey the experience and knowledge of the natural phenomena. Students discuss the cycle of rock and soil that involve natural events that can lead to disaster.
Indicators:	Students can specify the actions to be taken to minimize the impact to the population as material losses and casualties in the earthquake, depression surface, mountain erupts, landslides, degraded land, soil erosion, and soil contamination.
Evaluation:	Non Tests: Poster Session symptoms prior to the volcanic eruption
Test:	Formative and Summative
Reference:	JA. Katili, 1976. Geologi

However, actually the above material can also be inserted in other subjects such as Economy, Chemistry and Biology.

The activities conducted by the team which include developing materials for training the students and the teacher and the training itself provide a model of DRR at Muhammadiyah 1 Klaten. The Model of DRR is illustrated in the following chart:



7. Evaluating School Preparedness

After informing the target groups about the plan, the teachers and the students were given questionnaires to measure their preparedness once more. The preparedness level of teachers in disaster range from “prepared” to “very prepared”. The result showed that

the teachers have a very good knowledge about disaster and also "very prepared" in disaster preparedness. From 64 samples, the team has found out the following results:

- NOT PREPARED are 24 students
- LESS PREPARED are 14 students
- ALMOST PREPARED are 10 students
- PREPARED are 16 students
- VERY PREPARED no one

This can be seen in the following chart:
Total Parameter of Students Preparedness

To measure the students' disaster preparedness, the team spread questionnaire that derived from disaster preparedness parameters. The proportion of correct answers reflect students level of disaster preparedness. By the weighted score, the student's answers of SMA Muhi Klaten to the questionnaire are 44% wrong or only 56% correct answers.

Board of student government made changes to the composition of the management by adding one division, i.e., nature divison.

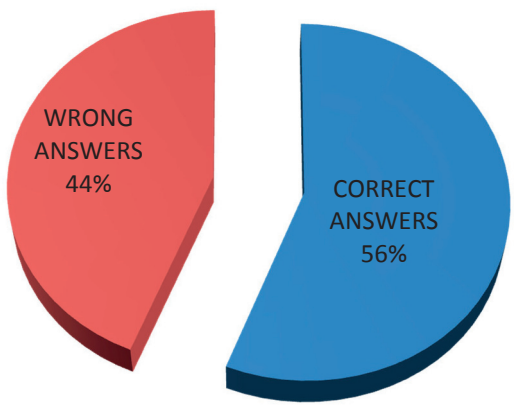


Figure 4. After survey, more students understand how to cope "with" the disasters

7. Discussion and reflection

This section presents the results of the project and the problems in doing the activities. The outcome of the project is that the authorities, the stake-holders, and students of SMA Muhammadiyah 1 Klaten are aware of the Child Right and students' participation in Disaster Risk Reduction by adopting the DRR in their curriculum.

The first result, the availability of the DRR materials for the training, is important to create materials which are suitable with the situation in Muhammadiyah 1 Senior

High School Klaten. The materials were adopted from the existing materials taken from some sources.

The second result, the adoption of DRR in the curriculum, has been done through inserted the materials of DRR to the subject of Geography. As stated by Sucipto et al. (2009), there are three kinds of curriculum organization, namely, Subject-centered curriculum, Correlated Curriculum, and Integrated Curriculum. As the school has implemented School-Level Based Curriculum, the school has decided to choose integrated curriculum which means integrating the DRR materials to some subjects already being taught at school, but for the time being, they are inserted to oine subject, that is Geography. However, actually the DRR materials can be integrated in more than one subject, for example, Geography, Economy, Biology, Chemistry, and Religion.

The third, the improvement of students' participation in DRR has been done through the building of the DRR team of Muhammadiyah 1 Surakarta. This team has been trained and spread their knowledge by their own creativity which can be categorized to level 6 of Ladder's category of participation.

Table 2. Sherry Arnstein's Ladder of Citizen Participation (adopted to measure the children's Involvement in decision making by Gerrison Lansdown, Director of Children's Right Office)

Degrees	The Ladder of Participation	Description
PARTICIPATION	8. Child-initiated, shared decisions with adults	Children have ideas, set up the project and come to adults for advice, discussion and support. The adults do not direct but offer their expertise for the children consider.
	7. Child-initiated and directed	Children have the initial idea and decide how the project is carried out. Adlts are available but do not take charge.
	6. Adult-initiated, shared decisions with children	Adults have the initial idea but children are involved in every step of the planning and implementation. Not only are their views considered, but they are also involved in taking the decisions.
	5. Consulted and informed	The project is designed and run by adults but children are consulted. They have a full understanding of the process and their opinions are taken seriously.
	4. Assignment but informed	Adults decide on the project and children volunteer for it. The children understand the project, and know how decide why they should be involved and why. Adults respect their views.
NON-PARTICIPATION	3. Tokenism	Children are asked to say what they think about an issue but have little or no choice about the way they express those views or the scope of the ideas they can express.
	2. Decoration	Children take part in event, e.g. singing, dancing or wearing 'T' shirts with logos on, but they do not really understand the issues.
	1. Manipulation	Children do or say what adults suggest they do, but have no real understanding of the issue OR, Cildren have asked what they think, adults use some of ideas but do not tell them what influence they have had on the final decision.

Source: Hart. R. (1992) Children's Participation: From Tokenism to Citizenship, Innocenti Essays, UNICEF

Based on the category above the team encouraged the students to develop their creativity to spread the knowledge and the training of DRR to other students.

The fourth result, the School's level of preparedness is improved. At the beginning of the program, when creating the baseline, there were some problems in the implementation of disaster risk reduction education. Related to the problems of DRR at school, a study conducted by Hadi in Sofyatiningrum (2009: vii) revealed that the challenges in integrating disaster risk reduction into the education system are: 1) The burden of student curriculum, 2) teachers' lack of understanding on disasters, 3) the lack of capacity and expertise of teachers in the integration of disaster risk reduction into the curriculum, 4) the lack of guidelines, the syllabus and teaching materials are distributed and can be accessed by teachers, 5) lack of resources (personnel, funding and facilities), and 6) the physical condition of school buildings, facilities and infrastructure in general concern, not oriented to the EIA and earthquake-resistant construction. The problems found in this school come from the students and also are related to the teachers' participation in disaster risk reduction. The problems from the students are lack of motivation to participate in DRR and lack of awareness of DRR. The problems from the teacher among others is lack of support from the curriculum.

Referring to the theory proposed by Gwee, Takeuchi, Wen, and Shaw (2011: 196), there are seven issues that require improvements in disaster risk reduction education:

1. Gaps in the systematic integration of planning,
2. primary and secondary business called for the preparation and planning for disaster prevention education but little is done,
3. curriculum and instructional materials involves a bit of attitude, skills, and aspects of psychological and humanitarian efforts,
4. teacher qualification gap as required,
5. The dual role of social media education, it may be quicker to disseminate information but do not guarantee its accuracy so that it can lead to an error of conception,
6. integration of the use of limited resources, and
7. The ability of rehabilitation psychology.

Based on the problems faced by Muhammadiyah 1 Senior High School, the integrated curriculum supports the school through their teachers to improve the students' participation in DRR. Consequently, the preparedness level of the teachers and students is improved. This indicates the improvement of school's awareness of DRR.

In conducting this program, the team found some unexpected outcomes such as:

- There was intensive communication between the community and the school.
- Within the school itself there is a change in the pattern of teacher-pupil relationship which becomes closer.
- Good response from stakeholders such as administrators of Muhammadiyah, the Department of Education, Local Board of Disaster Mitigation and students

- Teacher training students of UMS also support these activities and feel the benefit with the patterns of education for disaster risk.
- The school has developed CRC indicators.

8. Way forward

This project has improved the participation not only the students' participation but also the school management, including the school principal and the teachers. The team so far has given the stimulus and the school has been enthusiastically developing the program by giving regular trainings collaborated with the disaster management board of Klaten.

The materials given to the teachers and the students have improved their knowledge of disaster risk reduction. Their awareness of the importance of DRR has also improved their level of preparedness. The teachers are aware of the necessity to involve the students' participation in DRR aat the school.This is indicated by the building of the DRR team of this school. This is important for this school especially through their students participation to spread this awareness and training to other students from the other schools. As for teachers and school principal, they can socialize this DRR to the community through the students' parents in regular meetings with them. Another way to socialize this, the school as one of the school under Muhammadiyah Organization is supported to spread this DRR to other Muhammadiyah schools through the Muhammadiyah Regional Board of Education at least in Central Java.

The integration of the DRR materials to the curricculum has supported the teachers to implement the teaching of DRR to the students. The integration of this materials to Geography can be broadened to include some other subject such as Economy, Biology, Chemistry and Religion. The school can pick some relevant themes of these subject to disaster risk reduction.

To ensure that the agenda CRC continues to develop the UMS adopts CRC material into the educational curriculum of prospective teachers and school MUHI Klaten as learning development UMS Laboratory. Along with this CRC change project, some titles aligned research on CRC in the disaster have been published in several conferences in preparation involving several students of UMS. Title of research that have been published are:

- Geographical Knowledge of Urban and Rural Communities in Earthquake Preparedness. DOI: 10.13140/2.1.3144.1608
- Published in The International Conference on Disaster Risk Reduction: Strengthening Comunity Resiliency to Disaster Education Development
- Sustainable Development Disaster Preparation Knowledge of Urban and Rural Students at Solo Region. DOI: 10.13140/RG.2.1.4570.5448
- Published in The 2nd International Conference Planning In The Era of Uncertainty: Sustainable Development.

- Development of Prepared and Safe (PAS) School as Disaster Risk Reduction Education Model. DOI: 10.13140/RG.2.1.2473.3927
- Published in The National Conference of Indonesia Disaster Experts (IABI)

Last but not least, the sustainability of this project will be strengthened by the school policy to establish the DRR team whose existence will be maintained through the school policy. Since the member s of the present team will leave the school after they have graduated from this school, the recruitment process should be prepared well, as the recruitment and existence of the students council.

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Appendix 1. Initial Materials for Disaster Risk Reduction

Modul Pelatihan Pengurangan Risiko Bencana (PRB) Dalam Pendidikan

Module of Disaster Risk Reduction in Education System

M. Amin Sunarhadi, Mauly Halwat Hikmat, Agus Supriyadi

Mentor: Bodil Rasmusson

EMPOWERING STUDENTS IN DISASTER RISK REDUCTION (DRR)
A Child Right Change Project
AT MUHAMMADIYAH 1 SENIOR HIGH SCHOOL KLATEN
INDONESIA

OBJECTIVE:
Participants can understand the framework for disaster risk reduction education are integrated in the education system.

TOPIC-A. Disaster phenomenon in Indonesia

Aim:
- Understand the rationalization of disaster management operations in Indonesia and in the regions respectively.
- Understand the terms in the field of disaster management, particularly the 'disaster' and 'threat' (or 'danger').

Methods:
- Presentation of facilitators
- Game Card match the term

Material & Equipment:
- Materials views facilitators.
- LCD projector.
- Flipcart and paper insulation (5 units).
- Card terms of disaster management (card terms and definitions card, 5 units).

Process:
- The facilitator presents the objectives of the session (and introduced the speakers, if the material delivered by the speaker).
- The facilitator / resource person gave a presentation of no more than 20 minutes.
- The facilitator manage frequently asked questions about the presentation materials, at the end of the debriefing facilitators / resource persons are welcome to submit conclusions / closing statement.
- The facilitator divides the participants into five groups, and invite participants to gather in their respective groups.
- The facilitator presents the rules of group games, matching cards. Each 'cards the term "own" definition card', the group must find pairs of cards accordingly. The group that most quickly complete and correct result is the winner. The facilitator distributes equipment game, after making sure all groups have to get the equipment - the game starts, carried a maximum of 10 minutes.
- The facilitator invited the fastest group to present its results. Solicit comments from other groups, and give instructions right answer. And ask each group to share the results, and ask the group improve results if any still wrong.
- The facilitator sharpen the findings of the group presentation and convey the importance of the terms 'disasters' such as: threat, disaster, disaster risk, vulnerability, and capacity well understood.
- The facilitator closes the session.

School Disaster Preparedness

Implementation of Child Friendly School at SMA Muhammadiyah 1 Klaten

This module produced for:
- *SMA Muhammadiyah 1 Klaten*
- *FKIP UMS*
- *Lund University, Swedia*
- *SIDA*

Sida

Contents

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International Convention on The Right of Child (CRC)

The UN General Assembly adopted the *Convention* and opened it for signature on *20 November 1989* and ratified by the Government of Indonesia through Presidential Decree. No. 36 Year 1990. Furthermore, Indonesia established Law No. 23 of 2002 on Child Protection.

Student Participation in Disaster Risk Reduction (DRR)

Every child, who have not attained the age of 18 years, has the right as a child (Child Rights) protected anywhere in the world. Children's rights, the CRC, grouped into 3 (three), namely:

- right to the basic necessities for survival and growth (provision),
- the right to protection (protection), and
- the right to express their opinions and participate in decision making (participation).

These three rights are often referred to as the 3P (three Ps).

Siswa praktek berlindung bila ada gempa saat di dalam ruang

School as a pedestal to prepare the future generation, get a mandate to provide quality education. Quality not only of academic value, but also consider the developmental needs of all students there. Including preparing students to face disaster situations, that naturally occur in Indonesia.

The involvement of students not just as passive objects, but given the opportunity to decide on how safeguards should be done. The establishment of disaster preparedness team by students, determining evacuation routes, as well as socialization done by the student's own initiative is a form of student participation in disaster risk reduction. Participation of students need the support of employees, teachers, and school leaders as a whole school community.

The strengthening of faith in preparedness

مَا أَصَابَ مِن مُّصِيبَةٍ إِلاَّ بِإِذْنِ اللهِ وَمَن يُؤْمِن بِاللهِ يَهْدِ قَلْبَهُ وَاللهُ بِكُلِّ شَيْءٍ عَلِيمٌ.

"No disaster strikes except by permission of Allah . And whoever believes in Allah - He will guide his heart. And Allah is Knowing of all things. *" [QS. Al-Taghabun (64): ayat 11]*

There was no disaster, but with the consent and in accordance with His. Whoever believed, namely looking at the accident of Allah Ta'ala heart undoubtedly shown in the willingness and patience. Whoever was given the gift he was grateful, given the ordeal he was patient when wronged her forgiveness, and misfortune befalls beristirja '(say inna lillahi wa inna ilaihi raji'un), He will show his heart to istirja'. Allah knows everything, the All-Knowing and other calamities, which he inflicted to humans.

COOPERATION

SMA Muhammadiyah 1 Klaten

Faculty of Education and Teacher Training, Universitas Muhammadiyah Surakarta (UMS FKIP) regularly sends lecturers together with representatives of school partner attended international training on the Rights of the Child, Classroom Management and School Management (CRC) at Lund University, Sweden.
CRC-UMS Team Batch XX consists of two lecturers FKIP UMS, namely M. Amin Sunarhadi, S.Si., MP and Mauly Halwat Himat, Ph.D. and Drs. Agus Supriyadi, M.Pd. from SMA Muhammadiyah 1 Klaten.

Bodil Rasmusson, B.Sc., Ph.D.

Mentor Sekolah Ramah Anak dari Lund University

Bodil Rasmusson is a senior lecturer at Lund University, Sweden. She has worked for decades as a social worker, counselor at the high school, and as a children Ombudsman Council in the city of Lund, Sweden.

Ibu Bodil, as she usually called for in Indonesia, acting as a mentor in the International Training Programme on the Rights of the Child, Classroom Management and School Management (CRC). International training is held since 2003. In addition to being a mentor to participants from Indonesia, Mrs. Bodil ever as mentor to South Africa, and Zambia.

Her research focuses on the lives of children as well as children's perspective related environmental conditions. Other research in depth about social services for children, participation and involvement of children, child welfare custody and orphanages, as well as engage in a national pilot project on child victims of physical and sexual abuse. Had also a National Council for the Child Needs Assessment. In addition to qualitative methods, Mrs. Bodil interviewing children of different ages use photography, group interviews, maps, and pictures.

The results of its collaboration with the University of Gothenburg and the sponsor Allmänna Barnhuset has produced textbooks: Rasmusson, B. & Regnér, M. (2013), entitled Ett utvalt till ett hem utvalt barn. Familjehemsutredningar socialt arbete och i praktiken.

Appendix 3. The Sylabus for Disaster Risk Reduction in Geography

Theme	Topics	Sub Topics	Activities	Indicators	EValuation	Time Allocation	Reasources
3. Analyzing geosphere and its effect on life	3.1 Analyze the dynamics and the tendency of the lithosphere and pedosphere change and its impact on life on earth	Cycle rocks and soil Type earthquakes, landslides, erosion, and volcanoes.	Students convey the experience and knowledge of the natural phenomena. Students discuss the cycle of rock and soil that involve natural events that can lead to disaster.	Students can specify the actions to be taken to minimize the impact to the population as material losses and casualties in the earthquake, depression surface, mountain erupts, landslides, degraded land, soil erosion, and soil contamination.	Non Tests: Poster Session symptoms prior to the volcanic eruption Test: Formative and Summative	1 JP	JA. Katili, 1976. Geologi
	3.2 Analyze the dynamic of atmosphere and its impact on life on earth	Atmospheric dynamics Type of atmospheric disasters and global warming	Students convey the experience and knowledge of the natural atmospheric phenomena Students discuss the cycles in the atmosphere that can lead to disaster	Students can specify the actions to be taken to minimize the impact to the population as material losses and casualties in the tornado, extreme weather, and shifting seasons.	Non Tests: Results of interviews with the community who have experienced tornado Test: Formative and Summative	1 JP	Chay Asdak, 1991. Hidrologi. UGM Press
	3.3. Analyze hydrosphere and its impact on life on earth	Hydrological cycle Mitigation of floods and droughts	Students convey the experience and knowledge of the natural phenomena hydrosphere Students discuss the hydrological cycle that could lead to disaster	Students can specify the actions to be taken to minimize the impact to the population as casualties and material losses during floods, reduced groundwater quality source maupu n quantity.	Non Tests: Develop clippings about the flood and handling Test: Formative and Summative	1 JP	Ruslin Anwar dan Prastumi, Pengembangan Sumberdaya Air. 2013 Chay Asdak, 1991. Hidrologi. UGM Press

Appendix 4. The Integration Sylabus for Disaster Risk Reduction in Geography, Religion, Economic, Chemistry, and Biology

THEME: Situation / disaster events volcanic eruptions and earthquakes, thereby reducing access to groundwater resources in quality and quantity. Action needs to be taken to minimize the impact to the population such as the destruction of buildings and farmland facilities, epidemics, disruption of social and economic activities of society, as well as issues of sanitation and clean water availability.				
CLASS X SEMESTER II				
GEOGRAPHY	RELIGION	EKONOMIC	CHEMISTRY	BIOLOGY
3.3 Analyze hydrosphere and its impact on life on earth	Explaining the sense of envy, riya, persecution and discrimination Citing examples of malicious behavior, riya, persecution and discrimination Avoiding malicious, riya, persecution and discrimination in everyday life	Describe the difference between microeconomics and macroeconomics Describe the problems faced by the government in the economic field	3.2 Explaining the development of the concept of the reduction-oxidation reaction and its relationship with the nomenclature of the compound and its application	4.2 Explaining the link between human activities with the problem of destruction / pollution and environmental protection 4.3 Analyzing the types of waste and recycling of waste

Appendix 5. CRC Team and School Community Activities

Team CRC always give attention in the most student interest

Collaborative works among students as the initial phase in participation

Students from UMS gave explanation in medical responses in disaster

Appendix 6. Presentation for the research on CRC in Disaster Management

With Prof. Rajib Shaw, Director of Diasater Management Center of Kyoto University, and some students of UMS after presented Geographical Knowledge of Urban and Rural Communities in Earthquake Preparedness (DOI: 10.13140/2.1.3144.1608) at The International Conference on Disaster Risk Reduction: Strengthening Comunity Resiliency to Disaster Education Development

Presenting research paper on Sustainable Development Disaster Preparation Knowledge of Urban and Rural Students at Solo Region (DOI: 10.13140/RG.2.1.4570.5448) at Published in The 2nd International Conference Planning In The Era of Uncertainty: Sustainable Development.

Presenting poster Development of Prepared and Safe (PAS) School as Disaster Risk Reduction Education Model (DOI: 10.13140/RG.2.1.2473. 3927) at The National Conference of Indonesia Disaster Experts (IABI).

Malawi

Malawi had its first team in batch 3 (2005) and in total 13 teams and 35 change agents in batches 1-21 (March 2015) in the programme.

Level	Change Agents	Change Projects	Comments
National	12	0	
Region/Province/District	13	8	
Local	10	5	

Table1. Change Agents´ professional position and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

The main topics of the Malawian projects have been on different forms of student participation, e.g. involving students in decision making, and on reducing drop-out rate due to pregnancy and child labour. The target main target areas have been Lilongwe, Zomba and Mchinji.

Area: 118,484 km2
Population: 15,805,239 (est. 2014)
Capital: Lilongwe
Independence: 6 July 1964
Official Language: Chichewa

Malawi

CRC based school leadership: the case of njewa education zone

Noris Mangulama Chirwa, Dr. Joseph Chimombo, and Esther Kapito

Acknowledgment

Team Malawi, Batch 20, would sincerely like to thank the Learners, teachers, head-teachers and other members of the school management for their support and commitment to making this project a success but also create a safe and accountable school society for the children of Njewa Education Zone. Batch 20 and the other partners are committed to continuing working with the schools and ensuring that the goal of this project is achieved.

The team would also like to extend its gratitude to various stakeholders for their contribution towards the project: Susan Phukaphuka, the Primary Education Advisor, Njewa Education Zone, Anderson Ntandika, former District Education Manager (DEM), Lilongwe, Alfred Hauya, the current DEM, Lilongwe, members of Batch 16, 19 and 21, and our institutions of work for the support.

The team would also like to thank in a special way, Mr. Ulf Leo Banda, our mentor for his continued support and guidance.

Last but not least, profound gratitude goes to the Malawi Human Rights Commission for the financial and technical support towards the implementation of this project.

1. Introduction

Batch 20 of the Malawi Team is implementing a project *"CRC based school leadership: The case of Njewa Education Zone' in Lilongwe.* The project is targeting the school leadership (head teachers, deputy head teachers and section heads) from 11 primary schools and 2 secondary schools in Njewa Education Zone in Lilongwe. The school leadership

comprises 1 head teacher, 1 deputy head teacher and 3 section heads per school. This brings a total of 5 people per school and 65 people in this project.

The zone was chosen after a thorough assessment of projects which are being implemented in the area. Batch 16 and 19 are already working in the area targeting learners, teachers and communities with the purpose of promoting increased participation of children in decision making in schools. An assessment of these projects showed that there was a gap between the learners and teachers on the one hand and school leadership on the other which is the final authority in the school community. As such, Batch 20 chose to fill this gap and ensure that there is cohesion at all levels and between the levels.

2. Frame of Reference

Primary school education continues to face a lot of challenges in Malawi, some of which are indicated to have been contributed by lack of child friendly school leadership. The Government of Malawi has included provision of relevant and quality education as one of the priority areas in the Malawi Growth and Development Strategy II (2011-2016), the overarching operational medium-term strategy for Malawi to attain the nation's vision 2020. Government has also enacted various laws and developed policy documents to promote and protect the rights of a child including providing relevant and quality education. Such instruments include the Constitution of the Republic of Malawi[1], the Child Care, Protection and Justice Act, 2010[2]; the Education Act, 2013, the Disability Act, 2013[3]; the Prevention of Domestic Violence Act, 2006[4] and the National Registration Act of 2009. The enactment of Child Care, Protection and Justice Act, 2010 is a mile stone for Malawi because it consolidates various child friendly pieces of legislation into one law. The legislation entrenches the basic general principles for the promotion and protection of the rights of children such as survival, best interest of the child, development and participation in matters that affect them. Therefore, the enactment of this law presents the opportunity for consolidating efforts in the promotion and protection of the rights of children in Malawi. The enactment of the Education Act, 2013 represents a transformation of the education system in the country with regard to free and compulsory relevant and quality education. The Government also launched a National Action Plan for Children.

Apart from the national legal framework, Malawi also ratified all core international human rights instruments such as the Convention on the Rights of the Child (CRC) in 1991 without any reservations and the African Charter on the Rights and Welfare of the Child (ACRWC) in September, 1999. The Child Care, Protection and Justice Act, 2010 is a domestication of the above international instruments. The Act foresees a spe-

1 Enacted as Act No. 11 of 2010
2 Enacted as Act 22 of 2010
3 Enacted as Act 8 of 2012
4 Enacted as Act 5 of 2006

cific provision on the general duty to report any episode of violence, abuse, exploitation and maltreatment against children.

At the school level, other policies such as the 50-50 selection policy between boys and girls, re- admission policy for school drop outs, teachers' Code of Conduct, child friendly school initiative as well as free and compulsory primary education also make significant contributions to a strong legal and policy framework for the promotion and protection of children's rights to education. The teachers' Code of Conduct intends to enhance the provision of CRC based education in schools. A totality of all these laws, policies and international human rights instruments create an enabling environment for the enjoyment of the rights of children in the context of schools.

Likewise, an education system that is truly "child friendly" must effectively incorporate child protection into its policies, processes, curriculum, staff recruitment and training.A system approach to child protection requires responsibilities and duties to protection from all stakeholders dealing with children. Specifically, the Malawi Ministry of Education Science and Technology recognises that it has 'A Duty of Care' to protect children from maltreatment, to identify cases of maltreatment and to respond accordingly. The new Child Care Protection and Justices Act (2010) establishes provisions for mandatory reporting, which provides opportunities for schools to identify and respond to cases of child violations, realizing in this way its "Duty to Care".

Cognizant of the prevalence of violence, abuse, exploitation and neglect of children and the Duty of Care of the education sector to keep children safe and to report violations against them, UNICEF is supporting the Ministry of Education Science and Technology in the implementation of a child friendly schools project. This concept responds to UNICEF's profound commitment to securing safe, rights-based, quality education for each and every child, irrespective of his or her circumstances. The main focus is on making educational environments safe, healthy and protective, endowed with trained teachers, adequate resources and appropriate physical, emotional and social conditions for learning where children's rights are protected and their voices are heard.

Lack of child friendly school leadership in the schools has contributed to the challenges that schools are facing. Research has shown that these schools face problems such as teacher and pupil absenteeism, bullying, and an overall lack of CRC based leadership. The Government of Malawi has taken concrete strides to make primary school accessible to all children in Malawi. Government has made efforts to ensure that schools are physically accessible in terms of distance and improving infrastructure, removing school fees, the need for wearing uniform, and other school related costs. As alluded to above, the Government of Malawi and Non Governmental Organisations (NGOs) have come up with interventions that aim at promoting the respect for the rights of children. The project in Njewa Zone was thus aimed at supplementing some of the efforts on the ground but also build on already existing programmes in the area to ensure that schools adopt a CRC based leadership that champions the promotion and protection of children's rights.

3. Purpose

The main purpose of the project was to improve school leadership through CRC lens in Njewa Education zone. The specific objectives of the project included:

- Enhancing CRC based decision making in schools.
- Ensuring that school leadership involve children in decision making in the schools
- Improving school leadership on inclusiveness, safety and protection of children

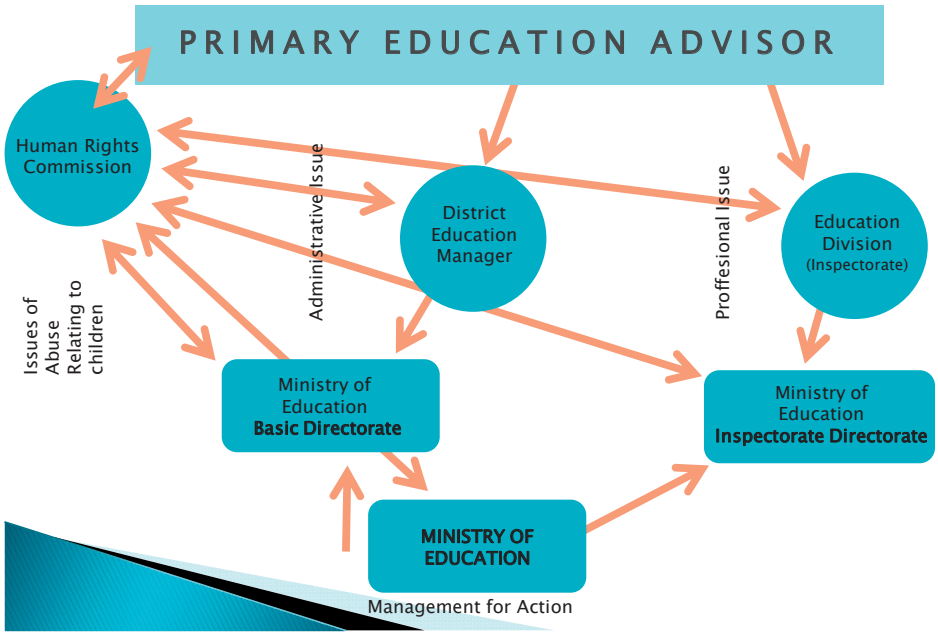
4. Methodology (Activities)

This section highlights the activities that the team has managed to implement in pursuit of the project goals and objectives between June 2014 and August 2015.

4.1 Meeting of batches 16, 19 and 20 to synchronize activities

The very first activity of Batch 20 was to organise a meeting with the Primary Education Advisor for Njewa Education Zone and the District Education Manager for Lilongwe South West Education District and members of Batches 16 and 19. The meeting took place at Dr. Chimombo offices within the Ministry of Education in Lilongwe. The meeting discussed Batch 20's project as well as projects of batches 16 and 19 with the aim of synchronizing the various projects into one main project. During the meeting, all the Batches presented their plans and the members agreed to come up with one plan and how the officers can complement each other. The meeting also had a chance to meet Batch 21 Malawi team and offer advice in the implementation of its activities.

The activities are being synchronized as follows:



Thus all the Batches continue to implement their activities in Njewa Zone with a focus on CRC and child participation. While Batch 16 and 19 continue to target teachers, learners and the communities, Batch 20 continues to target the school management of all the 13 schools in the zone.

4.2 Introduction of the project to Malawi Institute of Education (MIE)

The Malawi team introduced the concept of child participation through the Students' Councils to a training program that the Malawi Human Rights Commission is implementing in partnership with the Malawi Institute of Education. MIE is an institution that is mandated to build capacity of teachers, to train primary school teachers on human rights under a programme "Education for human rights and democracy." The programme aims at promoting the teaching and learning of human rights and democracy concepts, issues and values as part of the school curriculum. The training program covers topics such as human rights, rights of vulnerable groups such as children and women.

The change agents have been using this one week training to train all the head teachers who are being targeted in the CRC based school leadership: the case of Njewa Education Zone project. The institute welcomed the idea of schools establishing child participation structures and the aspect has been included in the training curriculum and forms part of the work plan that each head teacher draws at the end of the training. The head-teachers who successfully implement their activities receive a certificate of at-

tendance. The initiative continues to consolidate the concept of child participation in decision making in schools.

4.3 Orientation of Njewa Zone school leadership on CRC

The Change Agents held a half day meeting with the school leadership of all the 11 Primary Schools and 2 Secondary schools namely Njewa, Chitipi, Chitedze, Mphanje, Sankhani, Lingadzi, Mbabzi, Tsapa, Lilongwe Airbase, Phereni and Muzu Primary Schools as well as Njewa and Chitedze Community Day Secondary Schools.

The meeting aimed at sensitizing the school leadership (head teachers, deputy head teachers and section heads) on the project and the role of the school leadership in the promotion and protection of child rights. The meeting also clarified the role of the head teachers and how they would work with the change agents in order for the project objectives to be achieved. The Agents also informed the school leadership how this project and the other projects from Batches 16 and 19 are complimenting each other. The project was introduced as an initiative to create child friendly schools in line with the Malawi Government policy that all schools should be child friendly as part of the implementation of the Malawi Free Primary School Education Guidelines. The project was also linked to other school programs such as child friendly schools, learning without fear and child protection. The school leadership welcomed the initiative and pledged to support the change agents in all the processes. The meeting took place at Njewa Teachers Development Centre in Lilongwe.

4.4 Monitoring the work of Batch 16 and 19

The Change Agents took up the responsibility of monitoring the work of Batch 16 and 19 in the implementation of the plans. Between June 2014 and August 2015, the Change Agents followed up on the following activities.

- Review meetings with Head teachers and School Management Committees (three meetings organised in 3 clusters-a cluster has three to four schools in the zone).
- One review meeting with Student Councils
- One training with patrons of Student Councils
- One review meeting with patrons of Student Councils

The review meetings revealed the following challenges in the implementation of the project:

- Lack of full support from some teachers on the initiative (establishment of Students' Councils and its role). This is probably because the Change Agents have not reached out to all the teachers in the targeted schools although the head teachers have made several briefings to the teachers.
- Inadequate support by some head teachers to the patrons of Students' Councils such that the concepts of Students' Councils seem to be left to the patrons only. It was noted that the support of school management was missing. However, these challenges were noted in few schools.
- Weak linkage between patrons of Students' Councils and their fellow teachers. It was noted that there is narrow space of action for patrons to champion the concept among their fellow teachers.
- There is need for strong coordination between prefectial bodies and Students' Councils

4.5 Training of school leadership on CRC

The school leadership of all 13 schools attended a training session that was organised by the Change Agents in Lilongwe. The training was facilitated by change agents from Batch 20 and 16. The aim of the training was to provide knowledge and skills on CRC and enhance child participation in schools and ensure a free, safe and secure environment for children. The discussions also focused on the challenges that were identified by Batch 16 and 19 in reviewing their projects.

The trainings covered the fundamental principles of the CRC and how such principles can be used to promote and protect children's rights in schools. The participants were taken through the child rights provisions in the CRC. The participants were also

taken through the relevant provisions in the African Charter on the Rights and Welfare of Children as well as children's rights as provided in the Constitution of the Republic of Malawi, especially Section 19 which prohibits corporal punishment and section 23 on child rights. Further, the participants were taken through the Penal Code of Malawi especially Section 138 on defilement and Chapter XVA on offences against morality relating to children; the Child Care, Protection and Justice Act, 2010; the Education Act and the teachers Code of Conduct. All these documents enforce the principle of child care, protection and participation in the schools. The participants were also taken through child rights and school management and how the school structures can be established and supported.

The participants were also trained on their role in ensuring that children in schools participate in decision making, especially on issues that affect them. The expectation is that school managers (head teachers, deputies and heads of sections) as well as ordinary teachers will ultimately cultivate a culture of harmony with learners and facilitate the latter's participation in decision making on matters that affect them. During the meeting, the participants received the following IEC materials to assist them with their work:

- Copies of Sections 19 to 24 of the Constitution of Malawi
- The Child Care, Protection and Justice Act, 2010
- The Convention on the Rights of the Child (both English and Chichewa versions)
- Copies of section 138 and Chapter XVA of the Penal Code (Amendment)

The training also included group work as follows:

- The participants were asked to take a temperature of their school by assessing the safety and protection of children from abuse, violence in the school environment, availability of fair and transparent complaints handling mechanisms, child participation structures and efficiency of the school leadership in respecting views of children and handling their cases.
- The participants were also divided into groups to discuss how the challenges identified during the review meetings with teachers, Students' Councils and communities can be addressed.
- The outcomes of both exercises were used as basis for discussion in the subsequent meeting with school leadership.

4.6 Commemoration of the 2015 Day of the African Child

Batch 16, 19 and 20 in collaboration with the Malawi Human Rights Commission and Plan Malawi supported the children from Njewa Educational Zone to commemorate the 2015 Day of the African Child under the theme "***Accelerating our Collective Efforts to End Child Marriage in Malawi'.***

The aim of the commemoration was to raise awareness on the extent of the problem of child marriage in Malawi; to advocate for a collective effort to end child marriages

as a responsibility for all stakeholders; to encourage children especially the girl child to continue with education to avert the negative impact of poverty on their development and welfare and to provide children with an open forum to actively participate and present their concerns to various duty bearers.

As part of the commemoration, representatives of all the Learners Councils in the zone held a meeting to discuss the problem of child marriage in the schools, the causes and impact on the children and identify duty bearers who can help to deal with the problem. The children put their concerns in form of a statement that was made on the actual day of commemoration on 30 June, 2015.

The advocacy based commemoration which was facilitated by the children themselves involved various activities like role modeling by various professionals, testimonies by girls rescued from child marriages and readmitted in the schools, drama, role-plays, panel discussion, songs, poems, and traditional dances. Children communicated against various factors that infringe on the girl child's right to education through child marriage. The statement from the children was presented to various key stakeholders including the Ministry of Education and the Malawi Police Service.

Against this background, Batch 16, 19, and 20 followed up with the parents and the communities on the proposed resolutions made by the children during the commemoration. With support from the Malawi Human Rights Commission, the change agents held 10 meetings in the communities surrounding Njewa Education Zone to

discuss violence against children including child marriages and child rights governance in the schools.

4.7 Follow up with Njewa Zone school leadership on the workplan developed at MIE

The team in collaboration with MIE followed up with all the 13 head teachers in the zone who had received training at MIE. The head teachers had drawn up work plans on promoting and protecting child rights to implement in their schools after receiving training from MIE. The exercise indicated that although there was some progress on most work plans, there is need for more support and guidance for the complete and effective implementation of the planned activities. The Change agents continue to work with the head teachers for effective implementation.

4.8 Meetings with school management from other educational zones

The team and other change agents held meetings with school management from other 400 schools in Lilongwe and other districts to enhance child protection in all the schools and implore on the importance of good governance. The meetings involved

presentations and largely discussions of practical cases and scenarios in the schools such as corporal punishment, sexual harassment and abuses, transparency and accountability to the children and the entire school environment as well as child participation through the establishment of Students' Councils. Njewa Education Zone was used as a success story for the establishment and effectiveness of student councils.

4.9 Setting up a complaints handling system

All the schools have complaints handling systems that children are supposed to follow. However, the project highlighted that many children and teachers are not aware of the procedures. The problem also extends to the school leadership which does not keep thorough records of the cases and the issues handled at ad hoc level. This problem continues to be being handled through various child friendly schools project that are being implemented. For the team, this is an on-going activity with the schools so that one standard clear procedure is put in place for reporting all violence to the relevant authorities.

4.10 Strengthening the relationship between the schools and other structures in the community

The team involved other duty bearers in the project so as to strengthen the relationship between the schools and other structures. The team worked with the office of the DEM, PEA, Malawi Police Service and Community Child Protection workers (CCPW) to strengthen the relationship of the school and the other parties. The team also wants to ease the flow of information and response to issues including cases of abuse at the school and in the communities. The CCPW has the mandate to handle and refer cases

of child violence, abuse and neglect in the community and works closely with the District Social Welfare office and the Police.

4.11Follow up meeting with the head teachers

The team held a follow-up meeting with the head teachers to address the issues raised in the first training and also on the progress of the project as a whole. The outcomes of the meeting were as follows:

- The project is on course but the need was noted for more engagement with the rest of the teachers to support the efforts that are being taken by the school leadership.
- The school leadership, mother groups, school committees and school councils should strengthen their linkages to improve child protection and child rights governance in the schools. The linkages are strong in some schools and not in others.
- Student councils should continue to receive more training and support from the school leadership and the change agents until the ideology is well mainstreamed in the school systems.

4.12 Linking members of Batch 20 with the Malawi Change Agents Network

Members of Batch 20 were introduced to other change agents who have attended the training in Sweden and are members of the Malawi CRC Change agents network. The network meeting was very successful as the members discussed the challenges faced in implementing child rights activities and shared the best practices.

5. Key Results

Following the implementation of the activities as discussed in this report, the following are the results recorded so far.

5.1 Head teachers of the targeted schools in Njewa Education Zone have gained knowledge on issues of children's rights and how they can create a conducive environment for children to participate in decision making in school context.

5.2 The schools are making strides to create a safe, secure and inclusive environment for children based on the various legislation, code of conduct and setting up a child friendly complaints handling system.

5.3 The programme has been linked to the Malawi Institute of Education which is implementing a similar programme for head teachers on "Education for human rights and democracy." In view of this, issues of children's rights in schools are being mainstreamed in the school curriculum.

5.4 There is strong coordination between Batch 16, 19 and 20 in the sense that the projects are feeding each other. Since Batch 16 and 19 are mainly dealing with students, teachers and the communities, all the challenges that require the intervention of school leadership (head teachers) for children to properly participate in decision making in schools are dealt with by Batch 20 which focuses on school leadership. On the other hand, Batches 16 and 19 are also addressing all issues regarding Students Councils, teachers and the communities that are perceived to problematic to head teachers. This linkage provides a strong united front to promote the rights of children in schools.

5.5 Batch 20 has been able to monitor the activities of Batches 16 and 19. The monitoring exercise has provided Batch 20 with a deeper inside on how best to build the capacity of school leadership. The monitoring has informed the design of the trainings on children's rights in schools so that head teachers get to the front line in giving space to children to participate in decision making in schools apart from protecting them (children) from violations in school context.

5.6 The linkages of the batches and their areas of focus have improved child rights governance in the educational zone. The various actors such as the school leadership, teachers, student councils, school committees, mother groups, Parents Teachers Associations, chiefs and others are striving to work as a unit for the promotion and protection of child rights and improve transparency and accountability in the schools while at the same time involving children in the decision making processes.

5.7 Using the project, the concept of Students' Council has been introduced to over 300 head teachers through MIE and school management in 4 districts (400 primary schools).

5.8 The project has been able to link the schools with child protection structures such as the Police, CCPW and the Human Rights Commission to promote protection and justice for children.

6. Discussion and Reflection

In all the 13 schools, the project has been welcomed by various stakeholders such as the Ministry of Education, Science and Technology at the ministry level as well as the head teachers and ordinary teachers. The head teachers and the school management in the targeted schools have so far demonstrated cooperation and commitment to ensure that children's rights are promoted and protected in schools. It is worth noting that the strong linkage between Batch 16, 19 and 20 has provided a strong basis to tackle the issues of children in schools from different angles but with the same goal. Strengthening and linking the targets (head teachers and school management, teachers, children through student councils, school committees, mother groups, chiefs, etc) will create an even more strong, safe, secure and inclusive school environment. Taking cognizance that change is a gradual process, the project will continue to build the capacity of school leadership in order to create a vibrant school environment which is sensitive to children issues and concerns and also responsive to their needs and creates an open forum for children to participate in decision making.

Furthermore, the targets and schools which have been seen to be lagging behind continue to be purposefully targeted for more activities by the change agents. Such targets include teachers who have not fully embraced the principle of child participation, the Students' Councils who are not at par with other Councils, the head teachers who have not effectively implemented their work plans, the learners who have not fully inculcated child rights as part of them, the schools that are not at the same levels with others. Thus the change agents need to consolidate their success if the project is to be effectively sustained and replicated in other zones. The evidence based results is a tool that will be used to convince the Ministry of Education, Science and Technology to replicate the project at a national level. In view of the foregoing, the team members expect to continue to use their strategic roles and positions in the Ministry of Education, Science and Technology and the Human Rights Commission to effect wider change in the primary school sector, especially in the area of child protection and child rights governance.

7. Way Forward

To consolidate the successes of the project, the following are the recommendations that informs the way forward.

1. To continue building capacity of the head teachers in the area of CRC leadership so that they can better manage their schools and the issues that arise therein;
2. To strengthen monitoring and evaluation of the project and identify gaps and challenges. This will inform the development of responsive activities of the needs of the project so that the project stays on course;
3. Due to the strategic positions that the team members hold, certain aspects of the project should be absorbed in the various projects being implemented by the team members for sustainability of the project;
4. Since the team wants the project replicated in other zones, the change agents should carry out continuous reviews to record progress and success stories which would form a basis to lobby for policy review with the Ministry of Ministry of Education, Science and Technology.
5. To continue to strengthen the working relationship and the synergy of Batch 16, 19, 20 and 21for better efficiency, success and sustainability of the project.

8. List of References

The Constitution of the Republic of Malawi
The Convention on the Rights of the Child
The Child Care, Protection and Justice Act, 2010
The Penal Code (Amendment) Act

Mozambique

Mozambique had its first team in batch 7 (2007) and in total 5 teams and 14 change agents in the programme.

Level	Change Agents	Change Projects	Comments
National	3		
Region/Province/District	3		
Local	8	5	

Table1. Change Agents´ professional position and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

Geographically the teams are divided between Xia-Xai city and the capital city Maputo. The focus of the projects has emphasized all three Ps, provision, protection and participation.

Area: 801,590 km2
Population: 25,041,922 (est. November 2014)
Capital: Maputo
Independence: 25 June 1975
Official Language: Portuguese

Mozambique

To raise awareness of CRC by involving parents in issues of provision and participation in education

Alexandre Filipe Senda, Ercilia Natalia Gune, Samuel Menezes Boque

1. Introduction

Mozambique is one of the fifty five countries of the African Continent, and it is located in the Southern Africa. It became independent in June 25th 1975, and up to then, Portugal had been ruling this country since 1498. So, it was necessary an armed war that took ten years' time in order to free this country from the colonial domination. When Mozambique became independent, the rate of illiteracy was 93 %. After the mentioned war, this country emerged into a conflict civil war between Frelimo and Renamo Parties that took almost sixteen years' time (from 1976 to 1992). During this period many schools were destroyed or abandoned, and many people were killed. However, the Mozambican government had made a strongly effort to build and rebuild schools, Teacher Training Institutions, providing teaching materials, and because of this effort the rate of illiteracy is 48, 1% currently. The Government of Mozambique has shown a stronger commitment to protecting and promoting the rights of children. Therefore, free education covers every primary pupil from grade one to grade seven. This is to ensure all children can start school at the age of six and get basic education.

The present work was based on the CRC that was approved on 44th of the United Nations General Assembly and rectified of the Government of Republic of Mozambique on October 1990 .In this way the International Training Program on Child Rights, Classroom and School Management, supported by Sida (The Swedish International Development Cooperation Agency), is very helpful for Mozambique in the sense that it enhance the promotion of the three Ps, (**Provision**, **Participation** and **Protection)**, that are still in need in many Mozambican public schools.

2. Frame of Reference

Mozambique has already ratified the Convention on Rights of Child. In fact something good is being done concerning its implementation. We often hear programmes on radios dealing with CRC, and we can also watch wonderful programmes on TV as well as we can ready good articles on newspapers and Magazines dealing with Child Rights. All over the country you easily find pamphlets fixed on walls or elsewhere with some drawings, pictures and written statements about Child Rights. However, if you come to big area, education in Primary and Secondary Schools where we find a quite number of children and students, there is no specific subject or programme in curriculum dealing with CRC as such. There are some spontaneous activities on teaching CRC. Not all schools act in the same way, some try on their own but others do nothing at all. Therefore, in our point of view we consider there is as much as it should have to be. As we have mentioned before there is nothing clear designed in the school curriculum that gives clues in which way the schools should walk in the teaching and implementing CRC. In many Mozambican Primary schools some children drop out their learning process because of some reasons: Some of them because of early marriages or by trying to find out some financial resources to sustain themselves or their young brothers whose parents died because of some severe disease such as AIDS/HIV. But still others drop out school because they lack their families´ attention or assistance, as well as provision, participation and protection.

3. Purpose

On this change work we will emphasize the provision and participation because they are essential for good education. Thus, the parents or caretakers should be responsible for providing all the school materials and support needed for better education so that their children benefit from full participation. According to CRC, Art 5: 76, "… the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community." Based on the above statement, our project aims to increase the involvement of parents or people who are in charge of children's education.

The full involvement of the parents or people who are in charge of children in education required on this project is pilot taking into consideration that any primary school has never developed it before and also the parents have never had the possibility to discuss their attitude towards the education of their children. Therefore, the purpose is build a warm relationship, good communication and freedom of expression, which should promote children's participation in education by using drama methodology. We, also hope that this project should be helpful for many other schools in which children are not fully accomplished by their parents or families.

4. Methodology

4.1 Meetings

We held some meetings with Maputo- City Provincial Director of Education and Culture on June 10th 2014, with the purpose of providing him some guidelines about this Project as well as the benefits our Country should gain through this Course. Furthermore, the purpose of the meeting was also for planning the best strategy to spread CRC concepts to other teachers/ School Directors.So, after the meeting he asked us to present the Project to the members of Maputo- City Directorate Council of Education and Culture.

4.1.1 Meeting with local chiefs

We also held a meeting with local chiefs on June 30th 2014, of Inhagoia "A" Quarter. The purpose of the mentioned meeting was to inform them about our Project Plan and to ask their full involvement towards the Rights of the Child, particularly concerning education. Therefore, these local chiefs should help the Change Agents to promote the Rights of the Child basically, in contacts they have established with parents or caretakers.

4.1.2 Meetings with Senior Members of the Ministry of Education

Having organized the above meetings, we found it also useful to contact some Senior Members of the Ministry of Education in order to give them some baselines of CRC implementation and the Project that should run at Inhagoia "A" Primary School concerning. On this way, we met the following senior members of the Ministry of Education; The National Director of Primary Education, The National Director of Secondary Education and The Deputy's Assistant of the Minister of Education.

4.2 Workshops

4.2.1 All Mozambican Change Agents participated in Workshop in Bilene – Gaza Province, on July 6th 2014.

This Workshop was organized by our Mentor Lena Andersson (who came on an mentor visit for batch 18) with the purpose of monitoring the activities developed by Mozambican Network. In this workshop, the Change Agents also discussed the future perspectives of Project Plans implementation. The participants of the workshop concluded that although the Projects are being implemented accordingly, the Change Agents should find out a way of involving so many children in different schools.

4.2.2 Workshop with School Directors

We organized a workshop with School Directors of KaMubukwana District Directorate of Education and Culture. This workshop was delivered by the Mentor Lena Andersson together with two change agents from batch 18, on July 8th 2014. The purpose of this workshop was to present them some guidelines of the Rights of the Child, Classroom and School Management; so that the School they should include those aspects in their school planning activities in the sense that Children should benefit from education based on democratic values.

4.2.3 Workshop with Teachers

We also organized two workshops with Inhagoia "A" Primary School's teachers. The first workshop aimed to present our Plan Project that should run in this school and thus, asking their active participation on it. The second workshop was held by our Mentor Lena Andersson together with change agents from batch 18 and 20, with the purpose of highlighting the need of all the teachers and parents' involvement to operate the changes we need towards the CRC.

4.3 Drama

4.3.1 Drama preparation

We prepared the drama in two phases. In the phase I we planned together with teachers the desired changes that should be acquired as soon as possible such as the parents and caretakers' full involvement in the education of their children, the teachers' changing attitudes and methodologies based on democratic values. The second phase of drama preparation was based on drama Text writing and children's selection characters for carrying out many different actions according to the designed text. This stapes was followed by characters' actions practice in which we also involved some teachers. This drama preparation took almost three months' time (from July 22nd up to September 10th 2014).

4.3.2 Drama presentation

The drama presentation was also made into two distinct phases. The first one was made on September 13thin the presence of Inhagoia "A" Primary School's teachers. We considered this phase as crucial in the sense that the teachers should have an overview about the drama body, such as the language clarity, the gestures taken by the characters and the content of the massage. The teachers also should rise some relevant questions or criticisms about the drama itself before its presentation for the parents or caretakers.

Thus, the teachers considered the drama message as relevant, straightforward and understandable for everyone. However, they asked some characters to relax and speaking louder during the drama presentation, so that it should be more interesting.

The second phase of the drama presentation was made on September 20th 2014, in the presence of Inhagoia "A" Primary Schools' students, teachers, parents, caretakers and local chiefs. In fact, this phase was the climax of our Project. The participants laughed clapped hands and enjoyed the drama. After the drama presentation, we asked some participants to express their ideas about the drama already presented, and they said that enjoyed it very much thus, they promised to make reflections and change their negative attitudes towards the Rights of the Child. The children also promised to change their negative aspects towards their learning process.

5. Results

Although we are still on implementation process all we can is that the inspired results are being achieved. This achievement is shown by the **two "Ps"** that are the purpose of our Project, namely: **Provision**, **Participation**.

5.1 Provision

After the implementation of this Project, many parents and caretakers **provide** the basic teaching materials, such as: exercise books, pencils and attention for their children.

5.2 Participation

Because of this Project many parents, caretakers and teachers participate actively in the teaching and learning process of the children. Therefore, the teachers try to implement new things/ methodology and education based on democratic values. Having heard about the existence of this Project at Inhagoia "A" Primary School, the Directors or School Managers of other Primary and Secondary schools, have been asking us to organize some workshops at their schools about CRC Concepts.

5.3 Results on development of the Change Agents

All the Change Agents have been providing the necessary and crucial information about the importance and the implementation of CRC concepts in many schools, and because of the awareness of CRC, these Change Agents have been asked to participate in Workshops and Conferences organized by the Provincial Directorate of Education and Culture as well as by the Ministry of Education.

6. Discussion and Reflection

Based on the results of our fulfilled expectations towards this Report, we can say that our Project Plan had been carried out completely. However, it is still much thing to do in order to make the expectations of CRC concepts appear in many Mozambican schools.

- Firstly, the Mozambican stakeholders should be aware of CRC concepts, so that they should monitor its implementation in schools. Reason why, we have decided to organize some meetings and workshops with local chiefs, District and Provincial Directors as well as with some Senior Education Members of the Ministry of Education to deliver some CRC concepts before starting with our Project Plan.
- Secondly, the Institutions of Teaching Training Course should also be aware of those concepts, so that the teachers to be (trainees) should take them into consideration in their teaching and learning process. So, we have planned some workshops or provid-

ing some copies of this project after being translated into Portuguese Language, in these Institutions.

- This Project is pilot in Mozambican schools therefore, considering its importance in the teaching and learning process and the useful way the drama was prepared and presented, it will be helpful for more other schools round the country.

7. Way Forward

- By the end of the second term of the academic year 2015, the drama will have been presented at some Primary and Secondary schools and asking for the reflection provided by it.
- By the end of the academic year 2015, the drama about this Project will have been presented in some conferences and workshops organized by education authorities so, that the stakeholders should benefit from its message therefore, asking for its reflection.
- By the academic year 2016, this Project will be translated into Portuguese Language, printed and distributed to some Primary, Secondary schools and to some Institutions of Teaching Training Course, to District and Provincial Directorate of Education and Culture as well as to the Ministry of Education, so that the CRC concepts should be spread to many Mozambican schools.

8. List of References

Mozambican Teacher's Appointment Book
Mozambican Teacher's Professional Procedure
Mozambican Rule Nr. 10/2004 of August 25th.
Daily Observation City Dwellers
Final Reports of Inhagoia "A" Primary School
Conversation with City dwellers and local Chiefs' need

Appendix 1 Drama Text Introduction "The School of Tomorrow"

Introduction: This drama text brings moral allowed to the kids as well as for the parents and characters in general. It is presented by kids from Inhagoia "A" Primary School. In addition, it is based on Education for Development. The dramatic scene takes place at Quimberly´s house, Ana´s house, in the street, in the classroom, in the headmaster´s office, and in the school yard. The drama is represented by 24 actors.

This story is about what happens in many families all over the world and especially in our country concerning to kids' education. It is a fundamental ambition to stimulate caretakers in order to start participating actively in their child education, providing school material, attention and fully accompaniment. In addition, it Elicits kids and parents to participate actively in their own education, to have initiative and participate on bringing up solutions regarding to their education.

Appendix 2 The Conference Presentation text.

Rights of the Child, Classroom and School Management

This work is presented according to the following sequence:

1. General aspects about a Child
2. Classroom Management
3. School Management

1 - General aspects about a Child

What is a Child?

- Is the future of a better society?
- Dependent of parents or adults
- Is someone who needs a protection and support from adults?
- Is somebody growing up and learning
- One who is not mental and physical mature
- Somebody who is vulnerable

According to the CRC (2007: 1) "… a child means every human being below the age of 18 years, unless under the law applicable to the child, majority is attained earlier. "Therefore, to provide educational information to child, among others, parents, teachers, government administrative officials, the judiciary, traditional leaders and society at large on children's rights to participate and to have their views into consideration of the best interest of the child.

2 - Classroom Management

Some criteria for relevant and qualitative education

Relevant	**Qualitative**
education based on the student's need	skilled teachers
meaningful	well-designed curriculum
applicable	child centered
helpful	parents involved
competent	Education that doesn't focus on some, but in all (inclusive education)

Thus, the teacher is the number one to promote a relevant and qualitative education as well as to promote 3P's (Provision, Participation and Protection).

Challenge barriers to learning

- Rigid school rules
- Teachers conceptions on teaching and learning (there are some teachers that refuse the changes and applies new things/ teaching methodology
- Displacement (people move from one place to another)
- Corporal punishment
- Large classes
- School leadership

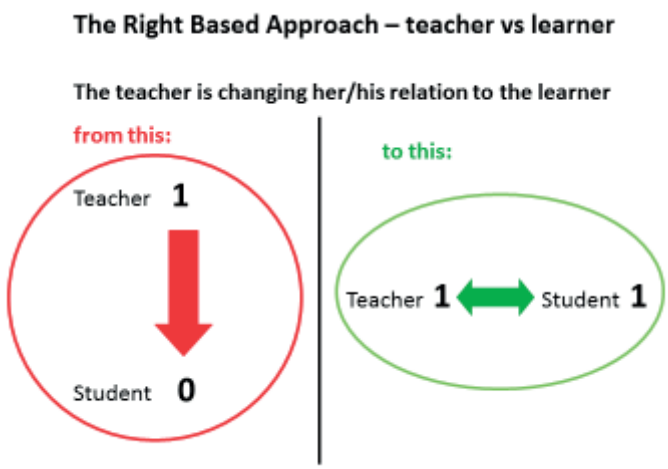
In order to overcome some of these problems the staff in school needs to be:

- Didactic competence
- Leadership competence
- Relationship competence

The teacher needs:

- The teacher has to have good subject knowledge
- A skilled enough about repertoire of teaching methodology
- Skilled at managing and organizing

Relationship between teacher Vs children



The teacher should use a wide repertoire of teaching methods to promote critical thinking ability of the learner.

Teaching and Planning

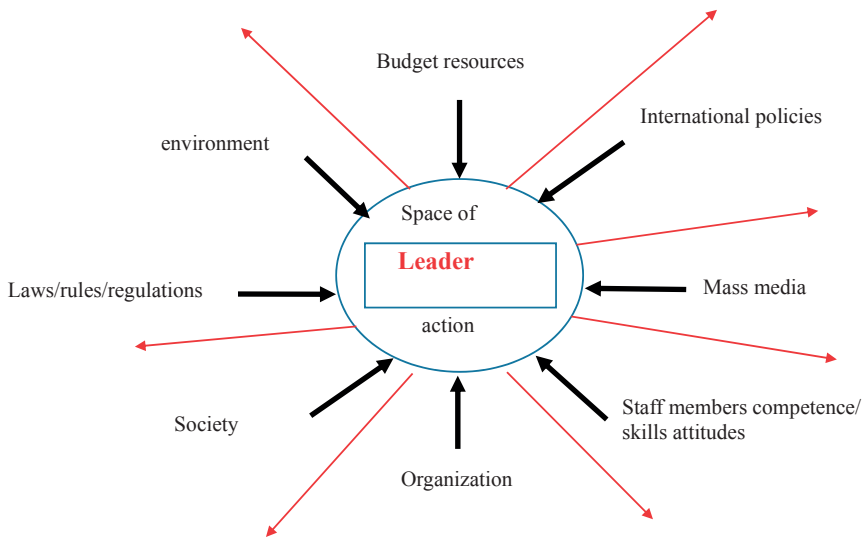
What shall be taught ?	Why shall it be taught?	How shall it be taught?	To whom?	Formative assessment	Summative assessment

Why should we include a Formative assessment on a Lesson Plan?

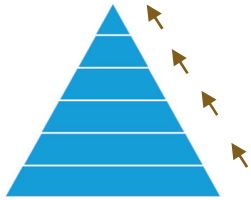
Because it provide a range of crucial information for the Student, Teacher, Parents and stakeholders about the teaching competencies achieved by the learner.

3 - Leadership and School Management

Things that can affect negatively



The most important thing for a leader is finding out a space of action for working. He should ask constantly questions such as why things happen like this, what to do in order to overcome the situation, what can I change here? Therefore, a leader needs to expand his space of action, throwing out the forces against him. For example, we can use the staff members for helping him expanding his space of action. Some Mozambican schools' benefits from organizational Organogram



Pyramid
time consuming

In order to solve the problems regarded to the teachers Alcoholic abuses and sexual harassment schools the Ministry of Education created the following rules:

Dispatch nr 38/GM/2003

1. It is assigned to School Principals the faculty of suspending the services of teachers and other employees who come to their posts clearly drunk or under the effect of stimulants such as psychotropic substances. The sanction is the application of the unjustified absence regime, foreseen in article 152 of EGFE, with the knowledge of Education District Director as well as **District Administrators."**

Dispatch nr 39/ GM/ 2003

1. The teachers and other education employees' services and pays are suspended if they infringe the school regulations, such as rendering pregnant to students of the school in which they work, as well as sexual harassment to students."

Conclusion

In this way, the expected results do not retard to appear: the cases of drunkenness, sexual harassment and pregnant students have reduced in our teaching Institutions.

Appendix 3 The Drama

Quimberly is awaked by her mother; she takes a shower, brushes teeth, drinks tea and then takes her school bag.

-"Hurry up Quimberly, otherwise you will be late at school" - the mother said.

-Yes mum, goodbye.

_ " That's alright my darling, don't forget the school material, please" - said the father.

On the same way, Ana (Quimberly's colleague) wakes up, runs to her mother and asks:

What time is it mum?

- It's 6:20 o'clock. Why don't you ask your boyfriends to buy a cell phone to you, so that you stop boring me?

Ana doesn't give the answer and she leaves home. On the way to school, she meets a mate and chat together along the way.

Quimberly arrives at school and gets in the class.

-"Good morning Quimberly," the mates greeted her.

- Good morning, thank you - Quimberly answered.

The teacher gets in the class, and after greeting the pupils, he presents the theme of the lesson and writes it on the board. At that time, Ana gets into the class.

- "You, stand up and tell me what are domestic animals" - the teacher asked Ana.

Ana stood up and said nothing.

- "Ana, answer my question" - the teacher insisted.

Remigio stands up (laughing) and says:

- Ana can't dare opening her mouth because it has got a bad smelling.

- "Hum… of course, you are right I haven't realized it yet. So sit down before you explode" - said the teacher.

All class laugh at Ana, except Katia who hands up.

"Let's keep quiet class listening to Katia." - the teacher ordered.

- "Excuse me teacher, may I go to the toilet?" - Katia asked.

-"Yes, you may go." - the teacher said

Katia gets out and reports the bullying that Ana has already suffered to the School Principal.

The School Principal gets to Ana's class and asks to the teacher to have a talk with him during the brake time.

- "I'm disappointed with you. Why did you mock Ana in the class? That is not a good idea, and in that way the pupils may be shy." - the School Principal summoned the teacher.

_ "I'm terribly sorry Sir, and I do promise not to do it again." - said the teacher.

- "I also heard that your pupils are always late to the class, and some of them used to miss the lessons. Please, arrange a meeting with all the parents or caretakers next Saturday, I want to talk to them about this issue." - the School Principal said to the teacher.

On the way home Quimberly meets some guys and they try to stop her to chat with, but she refuses.

On the other hand Ana arrives home very late and hungry then; she asks something to eat to her mother.

"Mum, what did you cook today, I very hungry." - said Ana to her mother.

- "If you had arrived home early you would have cooked something to eat, so far there is nothing." - the mother answered to Ana.

On the settled day the School Principal holds a meeting with the parents, caretakers and the local chiefs, and beforehand the School Principal introduce all the participants of the meeting.

Every local chiefs stood up, saying their names as well as their function in the leadership.

-"Dear participants, I have invited you to this meeting in order to raise your responsibility towards the education of your children. Some of them came late to school and still others do not dedicate properly to the learning. You should take care for the learning of your children" - said the School Principal to the participants.

-"You are right my dear! Many parents and caretakers miss the responsibilities towards the education of the children. Therefore, I will hold a meeting with the cottage dwellers so that I remind them about their duties concerning this issue." - said the local chiefs.

-"Thank you very much for this meeting and for your warm words, we promise to change our behaviour regarded to the education of our children." - said Ana's father.

- "So, having no more to elaborate about, I wish all of you inspiration day" - said the School Principal.

In this way, the meeting went over.

Main characters

1. Mrs. Magda - School Principal
2. Shanaya - Teacher
3. Mr. Ngove - Local chief
4. Quimberly - pupil
5. Ana - pupil
6. Katia - Pupil

Secondary characters

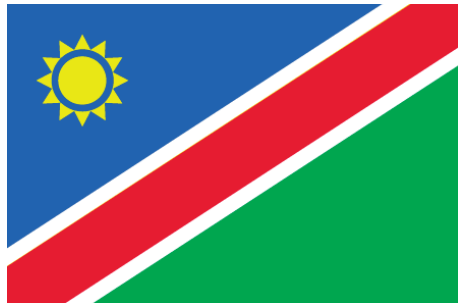
- The parents and caretakers
- Pupils

Guidelines for drama writing

1. Dispatch nr. 38/GM/2003 December 5th - Ministry of Education, Mozambique
2. Dispatch nr. 39/GM/2003 December 5th - Ministry of Education, Mozambique
3. Inhagoia "A" Primary Schhool's reports
4. Yukl, G. (2013). Leadership in Organizations. London
5. Mozambican Teachers Professional Guide 2014
6. Rachel, H. et al. (2007). Implementation Handbook For Convention on the Rights of the Child. Switzerland.
7. School Principal dialogue with Inhagoia "A" dwellers about their education needs

Namibia

Namibia had its first team in batch 2 (2004) and has in total had 11 teams and 32 change agents in batches 1-21 (March 21) the programme.



Level	Change Agents	Change Projects	Comments
National	3	0	
Region/Province/District	13	0	
Local	16	11	Primary and Secondary schools

Table1. Change Agents´ professional position and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

Geographically the main parts of the teams are from the North provinces. One team is from Karas province and one team is from the Center. The projects have mainly focused implementation and sensitization of all three Ps, provision, protection and participation.

Area: 824,292 km^2
Population: 2, 319, 085 (est. 2014)
Capital: Windhoek
Independence: 21 March 1990
Official language: English

Namibia

The right to freedom of expression through active participation in the teaching and learning environment

Mirjam D. D. Mbango, Anesu Desmond Marongwe, and Elizabeth Valombola.

1. Introduction

In a speech read on her behalf to Namibian CRC Change Agents at a Network meeting in Windhoek, the Deputy Minister of Education, Arts and Culture, Nghipondoka, E (2015) noted that:

> In 1990 the Republic of Namibia ratified the United Nations Convention on Children's rights. This was a pledge and commitment to observe and implement children's rights in the country. To this effect we already have articles on children's enshrined in our constitution. I am glad this is already put in black and white; our greatest challenge is the implementation of the children's rights in our schools, homes and communities. (p. 4)

In an effort to improve the implementation children's rights in schools, Batch 20, Team Namibia implemented a change project titled: The right to freedom of expression through active participation in the teaching and learning environment. The project was concurrently carried out at two schools: a rural school, 'Onalulago Combined School' in Oshikoto Education Directorate and an urban school, 'Ongwediva Secondary School' in Oshana Education Directorate. This report outlines the activities carried out Batch 20. It consists of frame of reference, the purpose of this study, methodology, results, challenges and the way forward.

2. Frame of Reference

The Convention on the Rights of the Child Articles 6, 12 and 13formulated by UNICEF (2007) makes the following emphasis on the rights of the children:

Article 3: The best interest of the child.
Article 12: The right to participation.
Article 13: The right to freedom of expression.

Namibia being one of the countries that ratified the Convention on the Rights of the Child in September 1990 it is obliged to observe and implement all the 42 substantive articles of the convention in a holistic manner. Children's rights are not isolated from other Human Rights in the Universal Declaration. The articles on children's rights are part of the bill of human rights. Namibia like many other states, two decades after, still faces challenges of closing the gap between ratification and physical implementation of the substantive articles of the Convention on the rights on the child in all parts of the country. The government's commitment towards the right of the freedom of expression and participation is manifested in the Constitution of the Republic, Chapter 3 Articles15 (Children's Rights), 20 (Rights to Education) and 21, 1(a) which explains all persons [including children] shall have the right to "freedom of speech and expression" (Government of the Republic of Namibia [GRN], 2010, p.13).

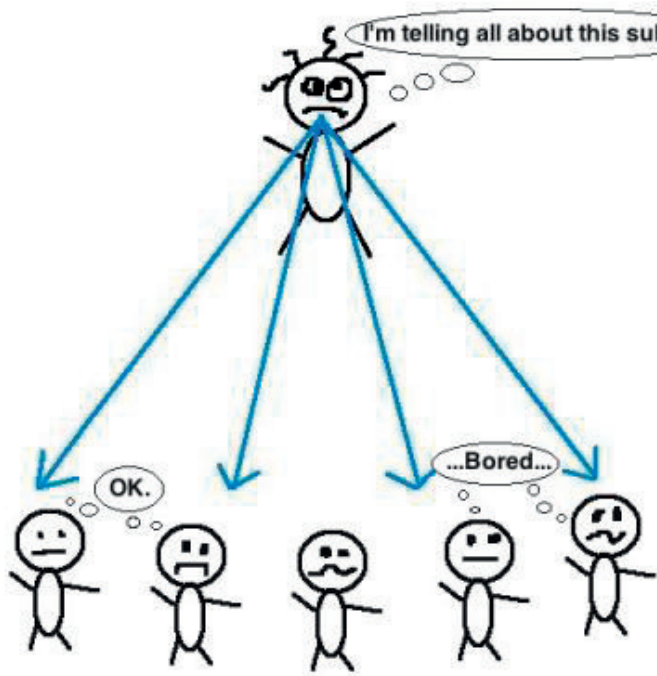


Figure 1. The Top-Down Approach

The reality in Namibia however reveals that the human rights referred to above are only enjoyed by a few (Ambunda & Mugadza, 1990, p.10). Children are often neglected as part of the citizens with human rights. This can be observed even in the classrooms at schools. The adults [teachers] dominate discussions, and take decisions without considering the children's voices.

The Children's Rights, particularly the freedom of expression and participation is in most cases infringed. According to Andersson (2015) the situation in schools is in most cases is characterised by a Top-down approach (figure 1). These are the classrooms that are teacher centred, the teacher makes all decisions, he does all the talking while the learners a passive recipients of knowledge. Paulo Freire describes this as the "oppressive depositing of information (banking) by teachers into the students" Micheletti, 2010, p.1)

In this situation only few learners benefit while many are bored and as such do not benefit from the lessons. Because of this situation, learners in classrooms are not given *opportunities to participate* and *express* their social, emotional or academic perspectives freely. In an African context learners are found in such situations due to factors shared with Ambunda & Muganza (1990) such as:

- Learners are not aware of their rights to the freedom of participation.
- Society and teachers in most cases stigmatise, demean or humiliate children who attempt to express their ideas or participate in management and leadership of teaching/learning activities.
- Cultural norms [practices] are hostile to children. Children may only participate as per the adult's wish, and they may not be allowed to argue or answer back or refute ideas of adults.

With the Learner-centred approach that Namibia embarked on after independence in 1990, children should be allowed to construct their own knowledge, through social interaction with teachers and other learners in the learning environment. (Ministry of Basic Education and Culture [MBEC], 2003). Through active participation they will be able to express their opinions for the betterment of the immediate teaching and learning environment. The rationale of LCE is however, hard to achieve if learners cannot participate freely in the teaching and learning, activities at school. It will also be unrealistic to expect them to suddenly become responsible, participating adult citizens without prior exposure to the skills and responsibilities thereof (rights with or and responsibilities) as expected by the Namibia nation in Article 17 (1) of the constitution (Political Activity), which states that: "All citizens shall have the right to participate in peaceful political activity intended to influence the composition and policies of the Government." (GRN, 2010, p.13).

It is thus important that learners are involved in meaningful projects with each other and with teachers where they construct and implement their own knowledge in Child friendly environments. Figure 2 show the desired new teacher learner relationship after the change.

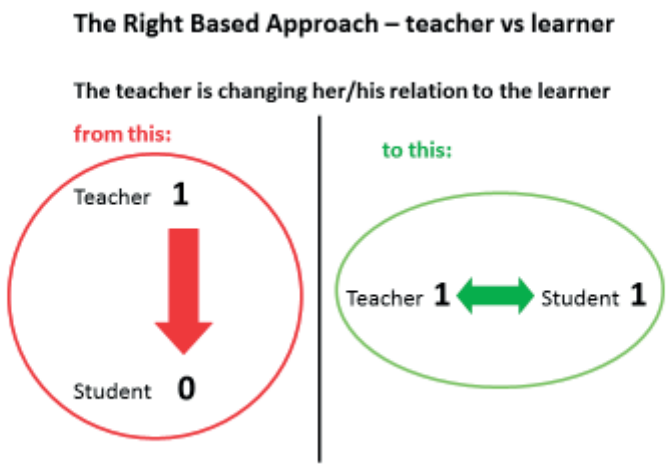


Figure 2. The Rights Based Approach

This is a lateral relationship where teachers and learners are equal partners in participation. This takes cognisance of the fact that children do not come to school as empty vessels, they have knowledge and skills in their own ways, and can contribute to the success of the school. No education is progressive unless it is making progress, towards a perspective of a give and gain process between teachers and learners (Andersson, 2015).

3. Purpose

The purpose of this project is to: Educate and sensitise the Directors of Oshana and Oshikoto Education Directorates, Inspectors of Education in Ompundja and Oshigambo Circuits; School Managers, Teachers, School Board Members and learners of Ongwediva Junior Secondary and Onalulago Combined Schools about the Convention of the Rights of the Child, especially Article 12: Freedom to Participation; Article 13: Freedom of Expression of views on matters affecting the child; Article 14: Freedom of Thought and Conscience; Article 15: Freedom of Association, Article 17: Right to information and Article 31: Right to Participation in recreational activities, cultural life and the arts. The project also aimed to demonstrate how provision of rights to participation improves academic performance and progress towards the creation of child friendly schools.

This is a pilot project aimed to work with the grade 8 learners and the Grade 9 learners of Onalulago Combined School, (a rural school) at Ongwediva Junior Secondary (an urban school) respectively. It is expected to run until these learners complete grade ten. The learners and teachers are expected to raise their understanding of the importance and benefits of freedom of expression through active participation in the school and classrooms.

Figure 3. The ultimate goal: Child Friendly School (Anesu Desmond Marongwe Batch 20, Change Agent)

The project also aims to improve the staff members' didactic competency (knowing how to talk and listen to children), leadership competence (knowing how to manage classrooms towards learner-cantered methods and approaches) and relationship competence (how to build stable, warm relations with learners from diverse backgrounds). At the end of the project we hoped to have helped teachers to employ methods that will promote critical thinking. This transition is expounded by Andersson (2015) as follows:

FROM	TO
Giving information- asking questions –given directions	Involve learners in problems – then they will ask questions which are relevant to them
Making assignments/homework - reviewing them	Help learners to see major concepts, big ideas and general principles - not only basic skills
Giving tests – reviewing tests	Involve them in planning, responsibility, give them real choices that promote decision making and self esteem
Marking and giving grades	

4. Methodology

In order to achieve the purpose of this project, various activities were carried out. The first activity was to *familiarize the two Regional Directors* about the program and to introduce the project to them. It was necessary that the Directors are familiar with the project for the granting of permission and funding of all activities related to the implementation of this project.

The *second activity* was *a visit* to the schools to *meet the School Management* and School board members and teaching staff, to share with them what CRC is, its aims and objects; and to seek permission to pilot the projects in their schools.

After permission was granted, the team conducted a *baseline study* with the targeted group: the English and Mathematics teachers, learners in grade 8 (Onalulago CS) and grade 9 (Ongwediva JSS). We targeted the Mathematics and English teachers because our team consists of English and Mathematics subject specialists. The baseline study was done through lesson observations and questionnaires whereby the teachers, learners and school board members were the respondents.

The *fourth activity* was a *briefing meeting for the Directors*, Chief Education Officers, Inspectors of Education, Cluster centre principals; principals and target teachers from the piloting schools. This meeting was conducted by Ms Lena Andersson, the mentor for Namibian. The presence of Ms Andersson was necessary to affirm and cement our earlier discussion with the regional and schools management. It was also necessary that inspectors of circuits other than Oshigambo and Ompundja are well-versed about the implementation of CRC should this project be extended to schools in their circuits.

Having identified the short falls, *training materials* were developed for teachers and learners. Due to time constraint we could not conduct trainings for the school board members. The training workshops focused on the understanding of CRC, participation, freedom of expression; and children rights and responsibilities. It aimed at ensuring child friendly schools through equipping teachers and learners with good classroom management and organizing skills, social relationship building skills and good com-

Figure 4 .Namibian Mentor, Lena Andersson addressing the teachers, principals and inspectors of Education.

Figure 5. Training Workshop for Learners and Teachers at Onalulago Combined School.

munication skills in any learning environment. Teachers were also enlightened on good teaching methods to ensure participation that will provide learners with the means by which they can engage in processes of change that will bring about the realization of their rights, and prepare them for an active part in society and change.

Rights to Participation: these are the rights that provide children with the means by which they can engage in processes of change that will bring about the realization of their rights, and prepare them for an active part in society and change.

Because the workshops aimed at achieving the same objectives for both teachers and learners, the workshop content was exactly the same but responded to, from the level and perspectives of the participants. The training workshops for the two schools were conducted on different dates, and the sessions for the participants were parallel, in different venues.

5. Results

The *baseline results* had four sets of data obtained from the following tools:

- Learners' Questionnaire
- Teachers' Questionnaire
- School Board's Questionnaire
- Lesson observation

Our purpose for the *questionnaires* was to establish the teachers, learners and School board members' level of understanding with regard to children's rights and responsibilities, to establish whether learners are accorded opportunity to participate freely and express themselves freely in teaching or learning environment, to establish teachers' attitude towards learner participation and freedom of expression, and to establish hindrances of effective participation and communication.

The *Lesson observations* were used as a means of validating teachers' and learners' responses from the questionnaires.

5.1 Results from the Questionnaires

a) Learner´s questionnaires

i) Ongwediva Secondary School

Thirty (30) learners completed the questionnaires at *Ongwediva Secondary School*. 16 of them had a clear knowledge and good understanding of the concept Freedom of expression, participation, children rights and responsibilities'; 10 learners had little knowledge about these and 4 had no idea of what freedom of expression, participation, children's rights and responsibilities is all about.

Most learners said that they are allowed to freely express their thoughts without offending other parties. However few learners failed to define what freedom of expression, participation, children rights and responsibilities. All learners have indicated that their teachers do give them an opportunity to express their views and that their teachers value their contributions and respect their thoughts. 26 learners were aware of the importance of freedom of speech and expression to them and that it is within a boundary, and 4 of them had no clue of the importance of freedom of speech and expression to them.

In conclusion, the solicited the responses showed that the learners' understanding of freedom of expression and participation; and the exercise of these concepts was mainly limited to classroom activities. Expression and participation in out-of-classroom activities was limited to teacher initiated activities.

ii) Onalulago Combined School

A purposively selected sample of nine out of twenty seven learners completed the questionnaire at *Onalulago Combined School*. Six of these learners had a clear knowledge understanding of freedom of expression, participation, children rights and responsibilities; one learner had little knowledge about these, and two had no idea of what freedom of expression, participation, children rights and responsibilities is all about.

Five learners indicated that they are given an opportunity to express their views and that their teachers value their contributions and respect their thoughts, three felt they are not given the opportunity and one learner could not tell. All the nine learners were aware of the importance of freedom of speech and expression to them and that it is within a boundary.

As it was the case with the Ongwediva Secondary School, the solicited responses from questionnaires showed that the learners' understanding of freedom of expression and participation; and the exercise of these concepts was mainly limited to classroom activities. This is because the examples of activities they give to prove that they are allowed to express themselves and participate freely were:

- "We are allowed to ask questions in class" and
- "We are allowed to attend lessons, study and do homework".

Participation in out-of-classroom activities limited to teacher initiated activities. For example participation of Learner Representative Committee [LRC] in a school board meeting is initiated by the school management committee.

b) Results from teachers' questionnaires

i) Ongwediva Junior Secondary School,

A summary of the data gathered from the English and Mathematics teachers indicates that the teachers understand the concept "freedom of expression participation, children rights and responsibilities". They all agreed that they strive to encourage free participation through teaching and learning activities. They expressed that some learners are afraid to talk in class because they are laughed at by classmates. The teachers also indicated that they are not comfortable with learners correcting them in the classroom, as this embarrasses them.

ii) Onalulago Combined School

The data gathered from the English and Mathematics teachers at the school indicates that the teachers have a relatively poor understand of the concepts "freedom of expression, participation, children rights and responsibilities". They all agreed that they strive to encourage freedom to participate in teaching and learning activities. They expressed that some learners are afraid to talk in class because they are laughed at by classmates. They indicated that they comfortable with learners correcting them in the classroom.

We could also conclude that, as it is with the learners, the teachers' understanding of freedom of expression, participation, children's rights and responsibilities was mostly limited to classroom situation. Learners' involvement in out-of-classroom teaching and learning was very minimal.

c) Results from the School Board Questionnaire

Unfortunately time could not allow the team to get the School Board members at Onalulago together in order to complete the Questionnaire. However, all the four school board members at Ongwediva Secondary School showed good understanding about the concept in question, as the right to expression of personal views and ideas without being intimidated, giving learners opportunities to ask and express themselves without fear, and allowing learners to participate and contribute freely during the lesson.

They all responded that they would advise the school to let learners participate in teaching and learning activities and allow them to take part in decision making and air their views and comment freely. They also stated that they will encourage and motivate teachers to always listen to the learners' contributions and respect and value their ideas.

All the board members indicated that even though the majorities of the learners have good knowledge of what freedom of speech and expression is, most of them are still shy and due to cultural bound many will not be able to express themselves as they wish.

6. Reflection and Discussion

Most learners know and understand their rights to participation, but because of their cultural beliefs and norms, they tend to withhold their thoughts, opinions and views about the activities they participate in. Learners from Ongwediva Secondary school could explain that their rights have boundaries and they come along with responsibilities.

Results from the Lesson Observations

a) The findings from the Ongwediva Junior Secondary School showed that teaching and learning process takes place in a positive atmosphere through interaction between learners and teachers. The methods of teaching as well as the leadership style employed, opened enough avenues for the learners to fully express themselves orally, in writing or using body language. So, learners participated actively and freely without fear. They were able to answer questions posed, and asked questions without hesitation to the teacher to explain and clarified information which was not clear. Learners with learning difficulties and language barriers were free and open to participate and could express themselves without fear. The learners interacted well among themselves and were free to articulate their thoughts without fear during the discussion. For example, in the English lesson learners suggested to the teacher how and what attire they wanted to wear when acting out poems they read on the day of the visit.

b) The findings from the observations at *Onalulago Combined School* showed that in grade 8 the teaching and learning environment was not conducive for active participation. The classroom was overcrowded, leaving very limited space for learner-to-learner interaction. As a result teachers rarely planned teaching and learning activities which required learners to move around the classroom. No communicative activities or cooperative activities were observed in both English and Mathematics lessons. The methods of teaching as well as the leadership style did not open enough avenues for the learners to fully express themselves orally, in writing or using body language. The learners were mostly passive listeners who spoke only when answering questions posted by the teachers. The Maths teacher was authoritative and egocentric using commands like "I don't want", "I need", "Put your pens down!" This showed that there was no employment of negotiation, persuasion approach during the lesson. There was no respect of other learners' opinions in the English lesson because other learners laughed and jeered at those who gave wrong answers, and those who could not express themselves fluently in English.

Overall Conclusion on the Baseline Study

Although the analysis of teachers and learners questionnaires, of the lesson observation and of the School Board Questionnaires revealed that the two schools were at different level of understanding with regard to participation, freedom of expression, children rights and responsibilities, we still felt that the content of the training should be the same, and that the extent to which each topic would be discussed, would depend on the participants' understanding. Each school was trained separately and on different dates.

Each workshop had three phases: *Teachers on their own, learners on their own and teachers and learners combined*. The third phase was necessary for participants to harmonise the impact of the initiated change, thus allowing participants to demonstrate their understanding of the workshop.

Both workshops focussed on ensuring proper understanding of CRC, participation, freedom of expression and children's rights as well as highlighting teachers and learners'; responsibilities for effective creation of a child friendly schools. During the combined session of the workshop teachers and learners were asked to dramatize scenarios with challenges that are phased by teachers and learners in creating child-friendly classrooms and schools. The last activity of the workshop was a planning session for activities to be carried at schools.

Results from the workshop follow up visit

After the workshops, follow up visits were carried out to the two schools. The purpose of these visits was to assess the impact of the workshops. This was done by determining and analysing the activities teachers and learners engaged themselves in, after the workshop, and challenges they experienced in implementing their planned activities. We could unfortunately not carry out lesson observation, as the schools were busy with the August examinations during this period. However, we could conduct meetings with teachers and learners separately.

a) Onalulago Combined School
i) Meeting with Teachers:
The teachers held a meeting with teachers who did not attend the meeting grades 1-4 teachers, in order to brief them about the workshop content. This was the only activity the teachers did. Although teachers were given a document on Cooperative Learning to try out in their lessons, they could not explain success or challenges in implementing this document. Teachers also felt that it is necessary that all learners receive the same training for them to sing the same understanding as the grade nine learners.
Teachers at Onalulago have also shared with us the following about the learners:

Positive Observations	Negative Observations
Learners are more actively involved in teaching learning activities during lessons	Learners speak out of turn, infringing the teacher's right to explain or present.
They ask more questions than they use to do before the training	Despite learners' active performance, their academic performance did not improve.
Learners initiated activities to do at morning devotion, ensuring order and singing while waiting for everyone to gather.	Girls became carefree in expressing themselves-putting on hats in class, having loose, untidy hair.
After taking a thin porridge during break, teachers have observed grade 9 allowing lower grades learners (grade 1-4) to wash their plates first, and they sometimes offer to wash the plates for them.	
They assist with classroom leadership.	
They improved classroom environment by creating subject corners, where they displayed subject related materials.	

i) Meeting with learners:

There was evidence from the meeting that they have accepted the workshop content and have showed willingness towards creating a more child-friendly school:

- The first thing they did after the school was to clean their classroom. According to them they had to do this so that they give other grades a good example.
- They then grouped themselves into 6six groups. Each group was allocated a class to share the workshop content with.
- They elected a class council which would be responsible to manage the class affairs and be the link between the different teachers and grade 9.

At the end of the meeting, the Change Agents highlighted the areas of concern (bad observations) the teachers have shared with them, and advised them on improving on them.

b) Ongwediva Secondary School

i) Meeting with teachers

From the workshop, it was evident that most teachers had a better understanding of their roles in ensuring learner participation in classroom and out-of-classroom activities. Teachers at this school also had the following to share with us:

Figure 6. From left: (a) The Mentor Lena Andersson with Onalulago learners. (b) Elizabeth Valombola Batch 20, Change Agent with Ongwediva learners. (c) Change Agents and the Mentor from left; Samuel Edegware Batch 18, Mirjam D. D. Mbango Batch 20, Mentor Lena Andersson and Elizabeth Valombola Batch 20. (d) Parental Involvement in CRC, Mentor Lena with Onalulago Parents.

Positive Observations	Negative Observations
Learners are more actively involved in teaching/ learning activities during lessons.	For some unknown reasons, some teachers opted to focus on human rights in general instead of focussing on right to participate. This created conflict, but luckily on a very low scale.
Teachers could observe that learners challenged teachers in a more polite and responsible manner.	
Actively participate in tree planting projects	

i) Meeting with Learners:
Learners at the school shared the following with us:

- They had a better understanding of the fact that rights comes with responsibilities.
- Teachers were able to create warm relationships with them and they handled learners' challenges with patience and tolerance.

It is worth noting, that at both schools we could observe that teachers and learners have taken ownership of the projects. They are even engaged in tree planting to make their school more inviting.

Mentor's visit

As part of quality control, mentors visit change project to assess the impact of the training. The mentor's visit is also a good opportunity for the Change Agents to observe the school sharing their experiences and benefits from the Change Projects. The Regional Directors, Inspectors of Education, School Board Members were invited to attend this day.

1. Ongwediva Secondary School
The observation from this day complemented the findings which were observed on the workshop follow-up visit. Both teachers and learners were able to present what they have learnt from the Change project. They all participated in organizing the events of day, and the role-play had clear message about Child Rights.

2. Onalulago Combined School
We also observed involvement by teachers and learners in the day's event. The teacher and learner directed the proceeding of the day. However, the presentation and the role play by learners could give clear evidence that they had really understood the concepts of child rights. We also observed that teachers did not render enough assistance to learners in preparing.

7. Challenges:

It was not easy for all team members to meet the due dates due to responsibilities related to their designations.

- Although the team had initially planned. Because learners' understanding of freedom of expression is still low and in most cases they do it disrespectful manner, the team had to change the of the project focus from freedom of expression to 'Right to participation'. The team felt that focussing on Rights to participation will require teachers to think of appropriate activities to engage learners in and in the process unconsciously allow learners to express themselves.
- There were cases where the team's available time and the schools' calendar of activities could not allow progress. For example, we could not carry out the follow-up lesson observation, as schools were busy with examinations, and when schools were ready for our visits, we could be occupied elsewhere.
- Although we could observe that the schools are trying to take ownership of the projects, the level of commitment from teachers' is relatively low. For example we gave the strategies on Cooperative Learning to try out, which will ensure participation and positive learning outcome, but it was not evident that they indeed did use them. Hence, the need for more lesson observation.
- The team did also not receive the expected support from one of the regions. As such the team had to use its personal funds to ensure that training takes place.
- Also, the team failed to appoint a project monitor at Onalulago Combined School; this affected the evaluation of activities and preparations for the mentor's visit.

8. Way Forward

In order to further verify and improve the outcomes of the project, the team intends to do the following:

- Carry our lesson observation to see how participation is ensured during lesson.
- Meet with the School board members for the Onalulago Combined School for them to complete the Questionnaire.
- Train Classroom council to equip them with skills to create a child friendly school.
- Meet with teachers at Ongwediva Secondary School to explain why focusing on human rights in general will do more harm than good.
- If the projects at the two schools yield good fruit, the project will be extended to other schools in the regions.
- Appoint a project monitor at Onalulago Combined School.

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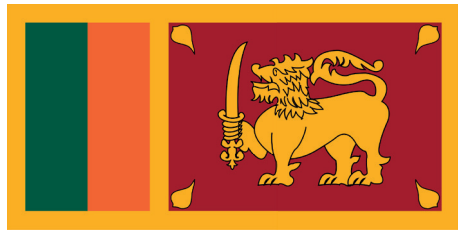
Sri Lanka

Sri Lanka had its first team in batch 1 (2003) and has in total had 11 teams and 30 change agents in batches 1-21 (March 2015) in the programme.



Level	Change Agents	Change Projects	Comments
National	12	2	
Region/Province/District	7	1	
Local	11	8	

Table 1. Change Agents´ professional position and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

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

Area: 65,610 km^2

Population: 21,416,445 (est. 2014)

Capital: Sri Jayawardenapura Kotte (leg.)/Colombo

Independence: February 4, 1948

Official Languages: Sinhala, Tamil (English)

Sri Lanka

Creating a Child- Friendly School and enhancing Child: Centered English Language Classrooms

W.M.S.P. Jayaratne, Sidath Wipularatne, and Indra Vithanachchi.

1. Introduction

Sri Lanka is widely considered as a Country which has the highest literacy rate among the South Asian countries for many years. The government of Sri Lanka after the freedom from the British Colonization has tried to develop many Educational Reforms which Emphasized "Quality Education" for numerous years. Further the government of Sri Lanka ratified the Child Right Convention on the 12th of July, 1991.Since then it has taken measures to enhance the child rights in the country under many Ministries and Departments.

The National Child Right Protection Authority(NCPA) was established in 1998 and it aims to ensure the psychosocial well-being of the children who become victims of all forms of Child abuse and children those who are in need of care and protection. Furthermore, the NCPA has also introduced a special telephone connection 1929 for the children known as "Child Line" to give information on child abuse and harassment in order to provide protection and treatment for those who become victims of such abuses. The departments of Child protection and Child Care services as well as the Child Burro Authority of Sri Lanka also play a major role for the Protection, Provision and Participation of children to make physically, mentally, socially and emotionally balanced personalities.

Sri Lankan education system has derived from the British Colonial System. Yet with the ratification of CRC some prominent changes occurred in the field of education in order to reach the global standards. In Sri Lanka the formal compulsory education takes place for the children between 5- 16 enhancing basic child rights to the maximum. The main concepts of CRC known as 3P's: Provision (access to food, health care, education, and social security), Protection (from maltreatment, abuse, neglect & all forms of

exploitation) and Participation (having the right to act and to be involved in decision making) are highly applied in the education system of Sri Lanka to enhance the rights of the child.

In Sri Lanka, education is compulsory for the children from age 5 to 16. The free education for all from kindergarten to the completion of the basic degree, free text books, free uniforms and free meals for some selected schools where there is a student population less than 100 are provided by the government to uplift the equality of education and to encourage the students' attendance of the students in poor socio economic back grounds..

The NIE (National Institute of Education) in collaboration with the Ministry of Education has also introduced a fruitful teaching learning approach with the aim of establishing a more child centered teaching learning environment that ensures the maximum participation of the learners in the primary Education.

The primary education which lasts for 5-6 years plays a major role in the education system of Sri Lanka. It plays an essential role in the life of an individual because most of the mental processes occur during this age.The small children are always active, playful and imaginative and they should have opportunities for that. Therefore the syllabus introduced for the primary students should be fascinated with lots of activities. The educationists have introduced number of activities for each and every lesson to give the concepts in an attractive manner, for the little minds. Yet the Grade 5 scholarship examination can be considered as an important milestone in the Primary education. The students who pass grade 5 scholarships in the rural or urban areas where they have poor economic back grounds are given opportunities to enter the popular schools in Sri Lanka together with some scholarship aid till they finish the secondary education. Even though we consider the concept of the scholarship examination is valuable one, in the practical condition some issues are arising related to the violation of child rights and equal education opportunities among the little ones.

The primary curriculum consists of mother tongue, mathematics, environmental studies, aesthetic subjects, life competencies, Religion, and English Language. Activity based oral English is taught in grade 1-2. Normally all these subjects are taught by the class teachers. From Grade 3 onwards, specially trained teachers are assigned to teach English Language. The Formal English language is taught from grade 3 onwards. Even though, in grade 5 scholarship examination only Mathematic and Mother tongue proficiency is tested.Therefore the emphasis and priority is given to those two subjects in the teaching learning process in grade 5 where as a very little attention is given to English language.

But in the secondary layer, in grade 6, English is considered as a compulsory subject so that the proficiency level at the very beginning of grade 6 is very low due to the negligence of the subject in the last stage of primary layer in grade 5, due to the scholarship examination. The students who come from the English speaking families will only find it easy to cope up with the grade 6 text books.

Therefore in long term consideration there is a current need to teach English in a productive and effective way at the primary Layer. In addition there has to be a short

term methodology to bridge the gap between grades 5 to grade 6 student's English proficiency. To achieve this goal, introducing a methodology to teach English at Grade 6 students in a Child Friendly School concept is considered more suitable and appropriate in this study.

In order to create a more child friendly education system, the Ministry of Education has introduced "Child Friendly Schools" Concept in the year 2002 under UNICEF to Wayamba Province of Sri Lanka. Since then several workshops and seminars were conducted by the Minisrty of Education to expand this novel concept to all the other provinces in the Island. Providing children to access the equal Educational opportunities, Gender equity, quality Education, Nutrition and Health Protection, and introducing Disaster management system with the involvement and Participation of entire school community to create a better productive learning environment is given prominence in the "Child Friendly School "concept".

Therefore the main aim of our study is to introduce the Child friendly School concept in selected two schools and through it, to introduce new teaching learning process of English in an effective way and enhance the students in Provision, Protection and Participation of CRC to create a better and desirable Teaching and Learning Atmosphere in the respective schools.

2. Frame of Reference

Sri Lanka is a country which provides the compulsory Education to all the Children aged between 5 to 16. Numerous steps are taken to introduce and implement fruitful teaching Learning Processes all over the Island. Provision of updated student learning environment is also in process. Provision of Infrastructure facilities as well as other physical resources is also in process. Unfortunately in practical aspects and considering the results and the outcomes, the expected levels are not achieved due to various reasons.

Though the child centered education is being introduced through various means, implementation of it is not achieved up to the level of the expectations of the system. Most of the teachers in the island still compel to carry out their teaching process in a traditional manner that is to follow the conventional and stereotypical top down approach due to many reasons. There is a tendency for the teachers to carry out old traditional methods because most of them are not willing to update their knowledge skills, and methodologies under any circumstances. The negative attitudes of teachers towards new methodologies have become the main reason in most of the occasions. This has become a negative outlook in the field of education.

The lack of motivation of teachers, lack of workshops and seminars to introduce new methodologies, teaching techniques and strategies' to face the global standards, less adaptation and willingness to face new opportunities and challenges are some of the reasons for the students to get unequal educational Opportunities.

In their teaching, normally the teachers prepare the visual aids and use the other methods in the classroom. But in Sri Lanka, most of the classes are overcrowded. There

are 60 or more than 60 students in a class. Therefore normally the space of the classroom is not sufficient for the number of students. It creates lots of problems for the teachers while carrying out the assigned tasks. So it is always doubtful whether the students gain the relevant concepts correctly which the teacher plans to give them or the teachers reach the expected outcomes.

Moreover, Sri Lankan education system is an examination- oriented one. It is not Life oriented. Teachers are bounded by their duty to complete a prescribed syllabus within a given period of time. So there is a great pressure on the shoulders of the teachers as well. However, under such circumstances, there is less opportunities to build up a good relationship and a rapport among the teachers and the students. At the same time there is very less opportunities for the students to be creative and innovative in their learning process. Even though the schools have introduced many extracurricular activities' such as sports and games , clubs and societies, the students as well as parents hesitate their children to participate in those activities and spend time in them as they think allocating time only for education bring them better result in their examinations. On the other hand considering almost all the examinations in Sri Lanka based on quantitative measurement rather than qualitative measurements. Therefore student like machines used to by heart all the subject matters with great efforts and ultimately ended up in stress, tension and this may leads to suicides among the young ones due to the great pressure they get from parents , teachers and the society.

Especially in grade 5, the teachers, students and parents target the children to pass the scholarship examination. Therefore the students are only taught the needed subjects to face the examination. They obviously neglect English Language because it is not tested in the scholarship examination. Moreover the play and leisure time of the little ones (especially grade 5 students) are almost banned in the whole country. The little ones not only have to work like machines in the school but also at home and in their private tuition classes with the great push made by the parents and adults. Most of the grade 5 classes in the whole Island pay more attention for their children to pass the scholarship examination while they are not encouraged to do any extracurricular activities. As a result Grade 5 students undergo a great stress and tension to face the examination successfully in order to make their parents and teachers happy. They have to sacrifices their leisure time and play time for the sake of their adult's happiness and compel to deal with books and notes on Mathematic and Sinhala language rather than any toys or any other play equipment.

In order to minimize the above mentioned drawbacks and to motivate the teachers as well as the students, we as the Change Agents of batch 20. planned to introduce the project 'Creating a child friendly School and enhancing child centered English language Classrooms' by launching a Child friendly School while enhancing its dimensions. This will enable the quality education in the schools where the students are encouraged to learn by doing, explore and learn, do group work with caring and sharing, build up team spirit, improve leadership qualities while engaging in decision making processes in school activities, and learning in a stress-free environment. Under quality education process they will also enable the gender equity, and learn sustainable

living conditions. In addition providing good health practices and nutritional values through wide school community participation under "Child Friendly School" culture of the two selected schools namely Mahamaya Girls College Kandy and Siddhartha College Ampitiya.

The proposed project is based on the concepts of participation, Protection and the provision in the 3p's. The article 17, Access to appropriate information (part a and part d), the article 28 the right to education (part 1 cd) and part 3) and the article 29, the aim of education (part 192) in the child right convention were taken into consideration while planning the project. However, this project will not only provide interesting teaching learning experiences and face new opportunities and challenges, but also it will provides opportunities for students and teachers to share their knowledge with the other members in a Child Friendly school.

3. Purpose

The purposes of this project are

1. To convert the school in to a more child friendly and a child centered which enables maximum participation of the students with protection and provision.
2. To motivate the teachers and the students to use English Language lessons and activities effectively and innovatively in their child centered teaching learning process in a Child Friendly School culture.

4. Methodology

The main purpose of the project is to create a child friendly school and enhance child centered English language teaching learning process using an effective and innovative activity based approach. To achieve this goal following activities were carried out from the first week of July 2014 to the end of August 2015.

4.1- Meeting with Authority and Stake holders

The authority of this project is the Provincial Director of Education Central Province, The Zonal Director of Education Kandy, and The Provincial Coordinator of English Central Province. The Principal of Mahamaya Girls College Kandy and Siddhartha College, Deputy principals of both schools, the Sectional Heads of the two selected schools, the Class teachers, English teachers, Subject teachers, the students, the parents, Members of the School Development Societies, Members of the Old Pupils Associations and the well-wishes are the stake holders.

At first, the Change Agents of batch 20 made a discussion with the Central Provincial Director of Education, Kandy Zonal Director of Education, and the Provincial Coordinator English in order to share the experience we had in the University of Lund

and a brief introduction on the course content on 'Child rights Classroom and school Management". We got the permission to carry out the project in two schools. The Discussion was very successful and the Provincial Director has given his approval to implement the project and promised to give his fullest cooperation and support in any future activities if needed. Further they needed us to give a report time to time to see outcome of the project and finally agreed to spread this project in the zone if they see the development and the success of it.

Next was to get the permission from the principals of the two schools. Since our change Agent of batch 20 Mrs. Indra Vithanachchi is the principal of Mahamaya Girls' college has already agreed to implement the project in the primary section, of her school, we proceeded to Siddhartha College Ampitiya to get permission. After the successful discussion we had together with the positive feedback of Siddhartha College, the decisions were made to launch the projects in the two schools.

The next was to obtain the required resources. We had a meeting with the Principal, deputy principals, Sectional heads, the teachers of English, School Prefects and the officials of the Old Girls' Association of Mahamaya Girls 'College Kandy about the project we hope to implement in the both schools and the Old Girls Association of Mahamaya Girls 'College agreed to supply all the necessary resources to implement the project as they were highly impressed with the activities we hope to launch in the both schools. They agreed to supply the necessary stationary as well as the other required resources from their OGA fund.

We found the necessity of a committee for the fruitful functioning of the program me. Therefore a committee consisting the Principal, Deputy Principals, the Sectional heads, teachers of English, Class teachers, class monitors. School prefects and members of the Past Pupils Association and 20 members of a team were established in both schools.

4.2- Obtaining the teacher's attitudes

Teachers play an important role in the classroom. Therefore before implementing the project it was needed to identify the attitudes of the teachers regarding student centered learning process in a Child Friendly School Culture. A prepared questionnaire was given to the teachers of the primary section of the two schools to find out their attitudes regarding the above matter. (Annex 1)

4.3-Diognostic test to identify the student's proficiency level in Language Skills

The paper was designed according to a philosophical method to test all the language skills namely Listening, Speaking, Reading and Writing. A test was conducted in all grade 6 students of the both school for 90 minutes. A demonstration test was conducted in order to give an idea for the teachers of both schools by the Change Agents on how to test Speaking skills because speaking is not tested in any national examina-

Diagnostic test done at Ampitiya Siddhartha College

tions of Sri Lanka. Marking Criteria was introduced clearly to the teachers of the both schools and Marking was done methodically. Annex 3 Diagnostic paper

4.4- Obtaining suggestions from School Community.

The very low marks obtained by the students of both school after the diagnostic test revealed the necessity of activities to develop all the language skills of the both schools. There were numerous suggestions from the Principals, Teachers, Students, Parents, and the members of Past Pupil Associations.

- Awareness raising programs on Child Rights & Child Friendly School Concept
- More knowledge on CRC
- English Language improvement Activities.
- Implementing English Activity Rooms.
- Forming Kiddies English Library
- Holding English Day in Primary section separately.
- Introduction of Visual Aids

4.5- Awareness programmes and consultative workshops.

The main objective of these was to make the teachers aware of Child Friendly School Concept and student centered learning process of English Language. As a requirement to achieve the above task, a workshop on ”Child Rights” and “Child Friendly School” was held to the staff of both schools.

Teachers are the key persons in the implementation of the above introduced project. Therefore they should at least have the basic concepts of CRC principles. So that they can practice it during their classroom activities to promote more child friendly learning environment in their classrooms. The Provincial Coordinator of English to the Central province helped the change agents to conduct our first workshop at the Education Centre Ampitiya, not only for the teachers of English of the both selected school but also the teachers of other 10 schools in the province. The workshop was designed totally according to the activities introduced by the Mentors of the Lund

Images Teacher Training workshops on CRC

University while we were studying in Sweden. The CRC concepts were given through Dramas and all the interactive activities. More Group and pair work were introduced. The lessons we gained related to Leadership at the Lund University was highly effective to conduct this workshop and change agents were able to share the experience and Knowledge gained from the University of Lund to its maximum.

During the Visit of the Mentor for Sri Lankan Mrs. Agneta Wangdahi for batch 19 , we the batch 20 were able to organize a discussion on" Child Rights "for the staff of Mahamaya Girls' College Primary, During December 2014. Mrs. Agneta was able to introduce 3 Ps in a very effective way and as a result the staff members were able to express their ideas and views on Sri Lankan situation very openly on Child rights and the discussion was very fruitful for the participants to get a thorough knowledge on CRC and how to change their attitude and develop positive teaching Learning atmosphere in their classrooms. Further the friendly discussion made by the Mentor with the school prefects of Mahamaya Girls' College was indeed and "Eye–Opener" for the students

Images; Workshop on introducing a Child Friendly School.

Image; Awareness program for the teachers and Students of Siddhartha College

By observing the very effective delivery of our Mentor Mrs. Agneta at Mahamaya Girls. College, the change agent was able to conduct a similar discussion at Ampitiya Siddhartha College for their staff taking all the important facts delivered by Mrs. Agneta as a model.

There were two workshops conducted on "What is a Child friendly School" in the two schools including the representative of the entire school community. Six dimensions of the "Child friendly School" concept was introduced through interesting activities by the change agents. Dimensions were Rights based and productively inclusive / Gender responsive /Promoting quality learning outcomes relevant to child's needs for the knowledge and skills /Health safe and proactive of children/Child Friendly system policies, practices and regulations.

Further the practical ideas we gained at the Lund University was bought out for the effective delivery of the workshop. Moreover it was emphasized that a wide knowledge of CRC helps the teachers to practice the Rights of the child in the classroom while they are engaging in the above type of workshops.

Similarly during our Mentor Agneta's Final visit, the meeting held at Siddhartha College for the Principal and the staff and the students was indeed very effective for further implementation of the project. The interactive session has led to solve many issues with the principal, staff and student enhancing CRC based activities in the school created more CFS concepts in the school.

4.6- Launching the program me - *Language Camps*

After conducting the awareness programmes and the consultative workshops, the three Change Agents discussed with the Principals, Sectional Heads and the teachers of English, regarding the alternations to be made in their time tables to get the help of the English teachers to conduct English Language camps to improve all the language skills. In order to create a child friendly atmosphere, the students were taken out to the playground of the school to engage in activities enjoyably and in a stress-free environment. The following activities were done in the language camp using English Language.

Songs and Rhymes/Action songs /Story telling/ video telling/Language games. (Running Dictation/ fruit salad game/ onion circle/Chinese whispers/ Image theatre/

Image; Language camp at Siddhartha and Mahamaya Girls' College

) /Role plays and Mini dramas /Writing posters / invitation/ Greeting cards/Making things e.g. Birthday cards/dolls/ kites/ Birthday Card/Demonstrations e.g. How to make a fruit salad/ sandwich

After the first language camp there was a discussion session on feed backs and the priority was given to the student to decide what they would like to include in the future camps. The students requested to conduct competitions such as solo singing, group singing, drama and poster making. The change agents were highly enthusiastic to adapt the language camp activities according to the decisions and requests made by students and allowing them for their maximum Participation in future activities.

The next Language camps were decided according to decisions and suggestions made by students and were conducted by the participation of the teachers of the respective schools.

4.7- Modal Lessons

Modal lessons were done twice in every month in both schools to cater to all the learner styles namely Auditory, visual, logical, mucical, lingustic, and Kinesthetic learners. Different teching techniques and stratergies were demonstrated in classrooms. Adaptation of test books by adding, replacing, removing, and amending the prevaling text book materials were demonstrated in the lessons. How to use Visual Aids and the whiteboard in a effective way is also demostrated in the modal lessons. More pair and group work was introduced in every lesson to take the maximum.student participation. Using of Supplementary materials effectively on lessons also was demonstarted. Teachers as well as the students were given opportunity to give feed backs after every lessons. The suggesions were taken into discussion and consideration.

By this model lessons the change agent's expectation was to encourage the teachers to deviate from traditional teaching methods but share some ideas to conduct more child –Centred lessons in a Child friendly atmosphere.

Image;Child Centrerd Modal lesson at Mahamaya Girls College

4.8- Forming English Activity Rooms

Permissions were taken to take a separate classroom for the English Activity room by the School development Society of the both schools. The Old Girls Association of Mahamaya Girls College have taken steps to color wash the Activity room using the OGA Fund. The equipment also was provided with them according to the request made by students. While implementing the project we encountered a major problem due to lack of resources available at Siddhartha College. That is to find an effective way to provide equal opportunities for students at Siddhartha College. Since they do not have a strong Old Pupil Association and Funds like in Mahamaya, we found it difficult to start an Activity room. As a result the three agents forward this issue to the Project team of Mahamaya Girls College. We are very pleased to inform the Prefect board and the OGA of Mahamaya College agreed to act as a Foster School for Siddhartha college

Images; Activity room at Mahamaya Girls' College

Image: Wall paintings of Siddhartha College Ampitiya

for providing all the necessary resources not only to build the Activity room but also for the other funds for all the project work.

English Activity Rooms were designed with the full participation of students. The students were given opportunities to decide what sort of materials and visuals they like to demonstrate and most of them were designed and painted by the students. Teachers were also given opportunity to guide the students and add their suggested displays.

4.9- Wall paintings

This is another major event of our programme to bring the Child Friendly School Atmosphere in the School Premises. The two project teams of the respective schools decided to have wall displays which can reveal some of the impressive concept of CRC using attractive wall paintings. The students were given opportunities to decide to draw

Images: Wall paintings of Mahamaya College Kandy

Images; The meeting & the Discussion with the Chief Minister of the Central Province

any picture that they think to convey messages on Child Rights. They were given opportunities to select suitable drawings according to their ideas and select any place in the school premises to draw and display them. Similar to the English Activity Rooms the Mahamaya Girls College took the responsibility to provide all the necessary wall paints, brushes, sand papers, Cement etc. to Siddhartha College to finish their wall displays. Since these wall paintings were done for many days the change agents prepared a schedule to pay regular visits to both schools in order to encourage and motivate the students as well as the teachers.

4.10- Meeting the Chief Minister of Central Province

The meeting of the Chief Minister to the Central Province Mr. Sarath Ekanayaka was done during the visit of our mentor Agneta, and the Sri Lankan network and the batch 20 change agents. Getting permission to establish School Councils and expanding CFS schools in the central province was discussed as future plans. The Sri Lankan network discussed with the Chief minister to expand all the SIDA projects in the future.

4.11- Forming a Kiddies Library in Grade 6 class

To inculcate the habit on reading among children this activity was implemented in grade 6 classes of the both school. At first the challenge we faced was the lack of motivation of the class teachers to keep a space in their respective classrooms. To overcome this issue the project team members of the both school had a discussion in order to build up a small library in the respective classrooms. When the realization of the importance of the library, some class teachers agreed to leave out some unwanted furniture in the classes as well as in the corridor and supply places to maintain a small library. The Parent Teachers Association of the both schools were agreed to supply a cupboard and books for each class. The students were given opportunities to select books according to their wish. The decisions to buy different sort of books for each class was taken by the students. Their choices were given priority. The students selected children's story books.

Image; Library corner at a corridor of Siddhartha College Ampitiya

Cartoon series, coloring books puzzles and many more "Read and do activity" books for their classrooms. Change agents made a book report to be given to children and fill it when they have read any story books. This was very effective on students as they were self motivated to read constantly and the students who produced the most number of Book reports were highly appreciated.

Annex 2 – Book Report

4.12- Distribution of toolset to Child Friendly Schools

The Non formal Education Unit of the Central Province under UNICEF programme was able to distribute a tool set of visual materials to CFS schools in the Central Province. Since Batch 20 Change Agent Mr. Sidath Wipularathne is the director in charge of UNICEF was able to donate two toolset packs to the Mahamaya and Siddhartha College. Since these packs consists of alphabets. Numbers shapes and other visual materials it was very useful for the teachers to use in lessons especially with the slow learners.

4.13- First cross country Summit with the Indian Net work

During the Sri Lankan Mentor Ms. Agneta's Final visit of Batch 20 in March 2015, the Change agents were able to organize the visit of Indian Net Work to the schools we implemented the project and to have a network meeting with the entire school community and the stake holders of the both school. Change agents from India, our Mentor Ms.Agneta,

students from 6 schools in the Central province. The Sri Lankan network including Change agents from the whole Sri Lankan Batches. Educationalists, Members of Past Pupils Associations of the schools, teachers, parents, education officers of the Central Province were the participants. The discussion was based on Child Rights on Sri Lankan and Indian schools and the experiences shared by the students in different situation. The discussion was extremely fruitful and effective due to the presence of our Mentor Agneta while she was contributing her long time Global experience on Child

Images of the visit of our Mentor Agneta & Indian Network for the 1st cross country summit

Rights, classroom and school management courses conducted at the University of Lund Sweden. Also the different perspective on different topics she dealt with was highly effective among the whole audience and it was very well revealed in the feed backs we got after the meeting. The impact was very impressive since the students and the parents of the both schools responded to the project more effectively after the meeting. The children were able to express themselves more freely and effectively after the network meeting.

This meeting helps to build a very strong and a friendly rapport among the school administration, the children and parents than earlier and to move ahead with new and future implementations of the project to a great extent.

4.14- Student Leadership in organizing school events.

In a Child Friendly School it is necessary to give opportunities for the students to take leadership and involve in decision making in school events. Since one of our Change Agent of Batch 20 Mrs. Indra Vithanachchi is a Principal of leading school which has over 4000 student body was able to change her school gradually to a "Child Friendly School". The Annual Sports meet organized by the students of Mahamaya G. C. 2015 is a magnificent and a massive effort of the students. For the first time in the history of the school the school management has given the prefect board and the students to plan and organize the sport meet. The student decided and involved in inviting the chief guest An Olympics winner the Seri Lankan Athlete Mr. Sugath Thilakarathne to encourage the fellow students in sports and games. The students have taken the full responsibility to practice the Drill Display, Band Display and all the other important events of the sports meet. The English announcement of the event was done by grade 6 student was done for the first time to motivate them to use the target language effectively To show the brotherhood and to balance the gender equity the students were able to invite some relay teams of the neighboring schools including some Boy's schools in Kandy to participate in the event. This event has become a role model for the other schools in Kandy to show Peace and Unity among the schools. Since the students, the principal and the staff of Siddhartha College were invited to view this event, they too have decided to give the opportunity for the students of their school to organize their

Image: The Presence of the chief guest, an Olympic Participant was decided by the students

Image; Student centered approach and maximum participation of the students in school activities (Annual Sport meet of Siddhartha College- the English Announcer of grade 6)

Annual sport meet. As a result of this attempt, the students of Ampitiya Siddhartha College have decided to do all the announcements of the sport meet to be done both in Sinhala and English Language. It was really praiseworthy to see the little ones do the announcements of a special event of the school.

5. Results

As a whole, it is a pleasure to mention that we have succeeded in achieving the two main purposes of the project.Through the interviews and the questionnaires provided to the teachers, we came across that the majority of the teachers have a positive attitude towards the newly introduced concept, which is to creating a Child Friendly School and Child Centered approaches in their teaching learning process.

Moreover, it was evident that the data collected through the interviews and the questionnaires the outcomes of the project have become a reality, because we observed that the teachers and the students work enthusiastically throughout the period towards

Child friendly School environment and a positive teaching and learning atmosphere in their real classroom setting.

As change agents, our vision was to transfer the existing school into a more Child Friendlyand the English language lessons into child centered thereby establishing rights based approach which ensures maximum participation of students in decision making process of the school management. By observing the school activities and lessons, we found out that these new techniques, methods, and strategies have provided ample opportunities for the performances of the students by empowering CRC principles. The observations also proved that it has enhanced the relationship among students by providing opportunities for the students interact with the entire school community, and to learn collaboratively and cooperatively in an enjoyable manner.

Furthermore it was interesting to notice that the students were waiting eagerly until they get the next opportunity to organize school events and to join their English lessons and English

Activities. The principals and the Teachers of both school also cheerfully talked that they were able to achieve their targets easily and effectively through this new concepts and methods.

At the same time, we encounter some unexpected outcomes as well. The first one is the need of the improvement of the Teacher Training programs including broad concepts related to CRC in governmental teacher training and refresher courses.

The lack of materials and instructions in teacher training modules in Sri Lanka for English language teacher training as we have found the concept like "Language camps, forming Kiddies Libraries, and English activity rooms are there in those manuals but methodology of "How to DO them" are not included so that teachers find it difficult in implementing the ideas find in training manuals in real classroom conditions.

Therefore we are happy because we were able to raise interest and motivation of Students teachers and the entire school communityto do these activities easily in a CFS environment.

6. Discussion and Reflections

The reasons compelled us to select the pilot school are as follows.

1. Mahamaya College is a well reputed Girls' College, situated in the heart of the Kandy town and the Principal Mrs Indra Vithanachchi is one of our batch 20 change agents and she has lot of authority to change the school into a Child Friendly School.

Any high official can easily visit and monitor our project if necessary. (Being a pilot project, we wanted the higher officials to visit it). There is also a very strong old Girls' association of the school so that we thought getting the initial funding for both school with the discussion of OGA of Mahamaya Girls' college and fostering an under-privileged school could be done

without much difficulties. Since there is a strong Pupil teacher Association of the school we thought our target could be achieved easily. Therefore, we thought that it would be a motivation for the other schools to visit and observe the new concepts of

CFS as well and the effective lessons conducted in English Activity rooms. Even though the students of Mahamaya Girls College have exposed to English language they are not equally good at the four language skills. The careful study of the Diagnostic test revealed this.

2. The students of Siddhartha College are not equally developed when comparing to Mahamaya Girls' College. The school does not have a strong past pupils association and facilities.Therefore introducing CFS concept and enhancing child centred English language lessons in activity room seems a totally new experience to them. Moreover, being a mixed school, we felt that we can provide equal opportunities for both male and female students.

The students of Siddhartha College come from poor families and they have a less exposure to English. For them it's not so common to engage in activities related to English language learning. So we wanted to provide that experience along with the modern technology and facilities while creating a Child Friendly School Atmosphere.

Though we are satisfied with what we have done so far, we had to face some challenges while implementing the programme.

Firstly, convincing the parents of Siddhartha College towards child Friendly School concept was a challenge due to the poor economic back grounds and the uneducated parent's attitudes. At first they came out with very negative attitudes but the fostering concept brought by the OGA of Mahamaya Girls College was a very effective and a motivation for them. The teachers of both schools pay a less interest at the beginning due to the load of paper work in their classroom and specially the large number of student population in Mahamaya girls' College. While doing model lessons and conducting language camps using new techniques and visual aids we found out that the capabilities of teachers can always be improved by providing well equipped classroom situations. . Teachers also suggested including more interesting activities related to language learning because the given content and instruction in the prevailing teachers manuals are not sufficient to meet the requirements of the levels of the students. Secondly, as change agents, we have no power or authority to make our own decisions at Siddhartha College. For example, it was very difficult to summon up the Principal teachers and parents to separate a space for the English ActivityRoom and make the Child Friendly School environment in the school premises because most of the parents do not have permanent jobs and are daily paid low wage employers and they refused to come on weekdays as well as weekends to the school. So we had to convince the entire school community with the immense support they are going to get from the officials of Old Girls Association. Lack of facilities and funds were some other major problems.

Thirdly, though we are from the same district, the duties and responsibilities we have towards our own departments and institutions caused problems. So we found it difficult to find time to meet, to plan our activities and to work together all the time as all of us were busy with our own schedules. So conducting workshop and seminars and monitoring and evaluating the effectiveness of the project was also became an issue for us.

In spite of all these challenges, the teachers and the learners of both pilot schools showed a keen interest towards this new concept of CFS and the methods of Teaching and learning under new circumstances. Due to the visit of our Mentor Ms Agneta and her awareness raising meetings and discussion has led enormously to change the attitudes of all the stake holders in implementing the project. Due to the 1st cross country Network meeting we had with the Indian network, a rapid change in student participation in school activities of the both schools to an unexpected extent. The students of the both schools and the project team members were highly enthusiastic in independent decision making processes in organizing most of the special school events of both schools. The collaborative and cooperative activities were implemented by caring and sharing the experience of children empowering their rights to the maximum. And we see a vast different in the school administration with the active participation of students and the how they are paved the venues to express their views attitudes, suggestions and contribute in decision making process in all the school activities fruitfully.

7. The Way Forward

The project has already been implemented successfully in the pilot schools, and the observations show that the project outcomes have achieved than our actual expectations.

Therefore our plan is to do a presentation about our project to an audience including the Chief Minister of the central province, Provincial Director, Zonal Directors, and English Directors, Master trainers, Principals and teachers of selected schools covering the 16 Zones in the Central Province. Thereby we intend to give an open invitation to visit and monitor our pilot schools, have discussion with the project team members and students.

We hope to conduct the teacher training workshops on CRC based school activities and child centred classroom activities to enhance effective teaching learning atmosphere in real classroom situations.

According to the plan, we hope to continue the project with the new grade 6 students of the pilot schools, and also wish to promote the effectiveness of the project through regular visits demonstration of modal lessons.

We have planned to prepare activities which cater to the different levels and different learner styles of the students, because while implementing the project we understood that there are different levels and abilities of students in the same class. Furthermore, we hope to provide opportunities for the students to prepare their own planning of activities done in the school to bring CFS environment by encouraging students to participation in decision making process in school activities. They will be given opportunities to plan organize and implement their own ideas and activities with the help of the school administrative bodies.

Not only that but also we will take actions to expand the project to the other schools in the province.While discussing the progress of the project with the teachers, we also hope to take remedial measures to overcome the drawbacks.

We have planned to collect the ideas of the students through informal interviews, thus hope to make the necessary adjustments in order to fulfil their requirements. In conclusion, we, the change agents of the 20thBatch would like to thank the SIDA and all the mentors of the Lund University for their immense contributions and support. At the same time we appreciate the motivation and the continuous support provided by our mentor Agneta in order to make our project a success. THANK YOU SIDA!!!!

8. List of References

Children Charter

Change Projects from the International Training Programme, Child Rights,

Classroom and school Management, Batch 16, 2012 a

Enforcing Child rights Globally

Tool box of Activities of " English as a life skill

Primary Activity Box for young learners.

Final report of batch 19.

List of Appendix

1. The questionnaire given for the teachers.
2. My Book report
3. Diagnostic test paper

Appendix

Questionnaire

A questionnaire for The Teachers

Please tick (√) the cage if you agree with statements and if disagree put the (×) mark

1. How long have you been a teacher?
   0-5 years 6- 10 years 11-20 years More than 20 years
2. The way you teach
   i. Always I use the lecture method
   ii. use group and pair work and guide them to innovate
   iii. Build up the lesson trough brainstorming or discussions
   iv. I use Different methods
3. The resources used for teaching
   i. Only the text book
   ii. Resources available in the classroom
   iii. use audio/ visual aids
   iv. Other resources.
   v. Please Specify……
4. Do you like to use different methods for teaching and learning process
   i. Yes ii. No
5. Have you noticed the interest of the student for your teaching methods
   i. Yes ii. No
6. Do you like to teach using language games ,storytelling and songs in your English lessons
   i. Yes ii. No
7. If you use language camps and other stimulations, will it affect to make the lesson interesting?
   i. Yes I think so ii. No idea iii. Have to check
8. Have you got any training on maintaining English activity rooms or kiddies library?
   i. Yes ii. No
9. If you have knowledge on Child Friendly School concept, do you like to use these concepts teaching and learning process?
   i. Yes ii. No
10. If you are provided the above facilities, how would you use them?
    i. In the classroom
    ii. In a separate place

Annex 2

My Book Report

The title of the book…….

Name of Author ……..

Characters of the Story……

Do you like this story book…….....

If So Why

……

…… .....

Draw a picture of the most interesting part of the story

Your name……. Class……

Annex 3 Diagnostic Paper

DIAGNOSTIC TEST

ENGLISH LANGUAGE IMPROVEMENT PROJECT 2014 -2015

SIDA - UNIVERSITY OF LUND SWEDEN

Name :- ..... Time - 1 hour

1) Write the words in -

Simple Letters

CAT = ...

BOOK = ...

RABBIT = ...

TRUNK = ...

GRASS = ...

Capital Letters

milk = ...

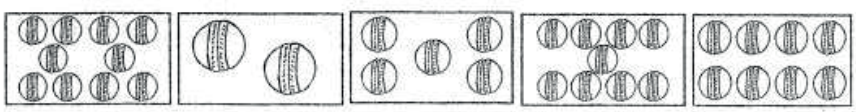
worms = ...

peacock = ...

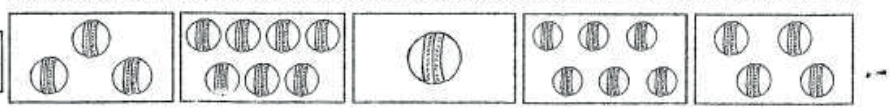
lion = ...

toffees = ...

2) How many balls are there?



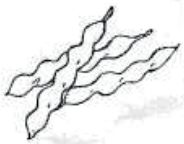
....



10

Circle the correct word.

milk - water



brinjals - beans

carrots - pumpkin

hoppers - rice

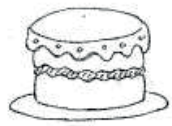
noodles - bread

cake - toffees

bananas - apples

ice cream - tea

papaw - orange



cake - rice

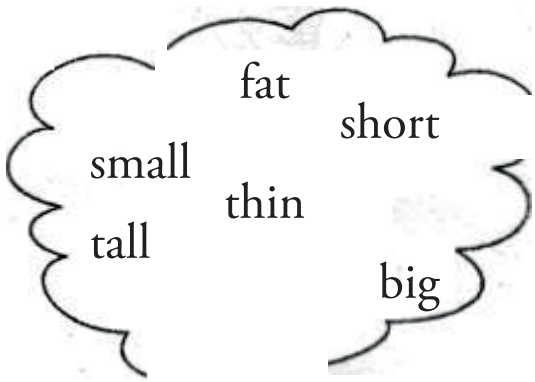
apple - rice

beans - carrots

chocolate - cake

tea - milk

Look and answer



1. The elephant is ..... .
2. The rat is ..... .
3. The giraffe is .....
4. The cat is ..... .
5. The woman is .....
6. The man is .....

Write the opposite

7. big
8. fat -

Circle the correct verb .

The bird can | sing | run |

Gayan can | run | drink |

Uncle can | read | paint |

Lilanga can | sing | dance |

Zayan can | swim | run |

Hansaka can | eat | jump |

Siripola can | drive | paint |

Nirali can | eat | cook |

Yohara can | read | sing |

Nipuna can | play | swim |

Write.

1. What's your name? .....

2. How old are you? .....

3. Are you a girl or a boy? .....

4. In what dass are you? .....

5. What can you do? .....

6. What do you like to wear? .....

Uganda

Uganda had its first team in batch 4 (2006) and in total 13 teams and 39 change agents in batches 1-21 (November 2014) in the programme.

Level	Change Agents	Change Projects	Comments
National	13	0	
Region/Province/District	16	3	
Local	10	10	

Table1. Change Agents´ professional position and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

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

Area: 241,038 km^2
Population: 36,600,000 (est. July 2014)
Capital: Kampala
Independence: 9 October 1962
Official languages: English, Swahili

Uganda

Integrating Child Rights education and practice in Shimoni Demonstration Primary School, East Kololo Primary School and Shimoni Primary Teachers College Kampala and Wakiso Districts

Ssemakula Henry, Nabende Phyllis Chellangat, and Nanyondo Marion Bujaasi

1. Introduction

Uganda is one of the countries that make the East African Region. It has a population of about 38 million people according to the preliminary results of the 2014 National Census. The countries population is characterised by the existence of more young people with about 69% being below age of 24 years. This also implies a large population of children. By Ugandan legislation, a child is any human being who is below the age of 18 years. The country ratified the Convention on the Rights of the Child (CRC) in 1990. Following this ratification, a number of efforts have been made to ensure provision of child rights including enacting a number of Acts and Policies which directly relate to child participation, protection and provision. This enhanced the countries commitment to ensuring that every child enjoys the appropriate rights as specified in this Convention. Uganda participated in the International Training Programme (ITP) on child rights sponsored by The Swedish Development Agency (SIDA) for the twelfth time making 12 batches and 35 change agents between batch 4 and 20. The change agents originate from various organisations handling children affairs ranging from civil society. Local Government and mainly the teaching profession including Tutors, lecturers Primary and Secondary school teachers and Education officers from the Ministry of Education. This is possibly why most of the projects are actually school based.

Views from previous batches indicated the need to enhance knowledge, understanding and practice of the CRC in our Educational Institutions. We in batch 20a zeroed down to integrating the CRC in the activities of two primary schools and one Core Primary Teacher Training College (CPTC) because during the training we realised the

need for more focus on this area. Many of our colleagues from other participating countries in our batch also encouraged us to go ahead.

The term Integration in this case means inclusion of child rights education and practices in all curricular and co- curricular activities in the school. The intention is to ensure improved provision of children rights in the teaching learning environment with emphasis on child participation in all activities that affect them.

The major outcomes expected included increased understanding of children rights by teachers and learners and increased practice of children rights in school. These were to be manifested through outputs such as increased knowledge of child rights among learners, teachers and parents as well as increased participation of learners in issues that affect them. A number of activities were carried out to this effect as indicated in this report.

2. Frame of reference

Although the CRC was ratified by our country Uganda, there are still a number of challenges/ obstacles in implementing child rights. For instance many children are still failing to go to school, high school dropout, many cannot easily access health services, there are isolated cases of child sacrifice, corporal punishments, child neglect and many other forms of child abuse still exist in the communities and educational institutions. A number of legal interventions have been made by government and the private sector to correct this situation. These include:

- The Convention on the Rights of the Child.
- Education For All goals
- The constitution of The Republic of Uganda 1995 :(article 30 and 34(2)) which confirm the right to education for all Ugandans including children.
- The Government White Paper on Education 1992.
- The Children's Act 2000.
- The National Council for Children Act which mandates the council to carry out all advocacy on child matters.
- The National Health Policy.
- The National Youth Policy.
- Prevention in Trafficking of Persons Act 2009.
- The Education Act (2008)
- Uganda Report on the implementation of the African Charter on the Rights of the Child by Ministry of Education and Sports 2007
- The Employment Act which prohibits hazardous work to children.
- The Local Government Act which provides for a post of secretary for children affairs at all levels of government.
- The Uganda National Orphans and Vulnerable Children Policy.
- The National Adolescent Policy.

- The Gender in Education Policy.
- Setting up of the Human Rights Commission.
- Other frameworks to support the CRC include the Universal Primary Education (UPE) Policy, Universal secondary Education (USE) Policy, the Universal Post O-Level Education and Training (UPOLET) Policy.
- CRC (ITP) reports made by previous batches.
- Reports on the Rights of a Child, prostitution, sale of children and child pornography
- NGO complementary reports on implementation of the CRC
- Police Probation Office, The child and family protection unit at police, guidelines for prevention and management of teenage unintended pregnancy and HIV and integration of CRC in the curriculum.

The CRC is summarised into three basic rights i.e. Provision, Protection and Participation. In recognition of the legal efforts above, both Uganda and development partners are commited to providing for the children e.g through Universal Primary education, Universal secondary Education, health facilities in every sub-county, a ban on corporal punishments, campaigns against child labour and inclusive education. Government is partnering with a number of development Agencies like UNICEF, SIDA, USAID, Save The Children International and local Non-Government Organisations (NGOs) such as ANPPCAN, AMREF, Reproductive Health Uganda, War Child and many others to ensure provision and respect of children rights.

In the area of protection, Uganda has been able to carry out massive immunisation against measles and polio, distribution of insect treated nets, provision of safe water,

Universal Primary Education (UPE) Class in progress

children courts, pro bono services for abused children, counselling and judicial services for the vulnerable children, opening up baby care centres such as Sanyu Babies Home, rehabilitation centres e.g. Kampiringisa , youth friendly health services e.g. at Nagulu Teenage Centre and expansion of Educational and medical infrastructure. The country has also trained more teachers to provide the right to education.

As far as participation is concerned, schools are making effort to involve children in activities such as Music, Dance and Drama, debates, school assemblies and clubs like Scouts, Girl Guides, Straight Talk, Red Cross, SPEAR, PIASCY, Scripture Union, subject clubs and others. Student councils and prefects do exist in schools and are often involved in decision making. The area of sports has been strengthened so much that a number of games and sports competitions have been introduced in schools and communities.

Despite the above efforts, education of children is still constrained with high absenteeism of learners and teachers, inadequate instructional materials and violence against children in some institutions, negative attitude of teachers toward their profession and limited participation of children in their learning. It is against this background that members of batch 20 realised the need to enhance efforts with focus on integrating the ideals of the CRC in educational institutions but with emphasis on The Right to Participation.

3. Purpose

The purpose of this project was to ensure extensive understanding and practice of children's rights in the selected education institutions and to guide effective integration of these rights in the teaching/learning process and other school activities. The project was also to enhance participation of learners and other stake holders in programs that promote children rights.

3.1 Target group

The project targeted head-teachers, teachers/tutors, learners, parents, school management committees, the Principal of the teacher Training College in catchment area and education managers in Wakiso and Kampala districts. This was because these are directly involved in handling children on day to day basis and influencing Policies that affect children.

4. Methodology

4.1 Baseline Survey

A baseline survey was carried out to establish the status of implementing CRC in the selected schools. Informal reports were indicating that the schools were already implementing aspects of the CRC. Four questionnaires were designed and administered to teachers, tutors, learners and teacher trainees to capture information on knowledge levels, attitudes and practices concerning children rights with focus on issues of protection, participation and provision in the selected schools. Key areas in the questionnaire included characteristics of children, timetable for teaching child rights, child involvement in making school rules and regulations, leadership, activities that promote child rights and knowledge of child rights.30 learners from primary 5 to primary 7 and 30 teacher trainees were selected from the participating schools to respond to the questionnaires under change agent supervision. 8 teachers out of 10 represented each primary school (i.e. Shimoni demonstration PS and East Kololo PS) and 8 tutors out of 25 represented the CPTC. Data collected from this methodology informed the activities that were implemented later.

4.2. Meetings

The first meeting held with Ministry of Education and Sports officials in the department of Teacher/Instructor Education and Training as well as the department of Basic Education to seek authority and approval of the project. The district Education officers of Wakiso and Kampala central Division were also visited for further endorsement and support of the project in the schools under their Jurisdiction. The change agents also met the Head teachers of the two selected primary schools and the principal of Shimoni Primary Teachers College and introduced the project to them. These gave the

Meeting the Uganda change agents and Agneta, the Mentor for Uganda.

change agents permission to operate in their institutions. The CRC network members for Uganda were often met for guidance on project implementation with the first meeting happening during the mentors visit to batch 18.

A number of other meetings with the individual teachers identified as the focal point persons for our project at these schools were also held. At Shimoni Core PTC the Deputy Principal was in charge, at East Kololo Primary School the Acting Deputy Head teacher was always our entry point and at Shimoni Demonstration primary school, the teacher in charge of Music Dance and Drama was in charge.

4.3. Training and sensitization workshops

Two training and sensitization workshops were held on Friday 19th September 2014 for teachers of Shimoni and East Kololo Primary Schools and on Monday 20th October 2014 for Tutors and teacher trainees at Shimoni PTC. The focus of these workshops was on incorporation of CRC in the teaching and learning process. A number of topics were handled including the meaning of children rights, child rights abuse, perpetrators of child abuse, rewards for positive behaviour, principals of positive behaviour, alternatives to corporal punishment, learner centred teaching methodologies and child friendly school.

4.4. Focus Group Discussions

Three Focus Group Discussions were held with randomly selected groups of 8 learners each from Shimoni Primary school, East Kololo primary school and Shimoni PTC. These helped to highlight a number of children rights concerns in the respective schools.

4.4.1 Analysis of the methodology

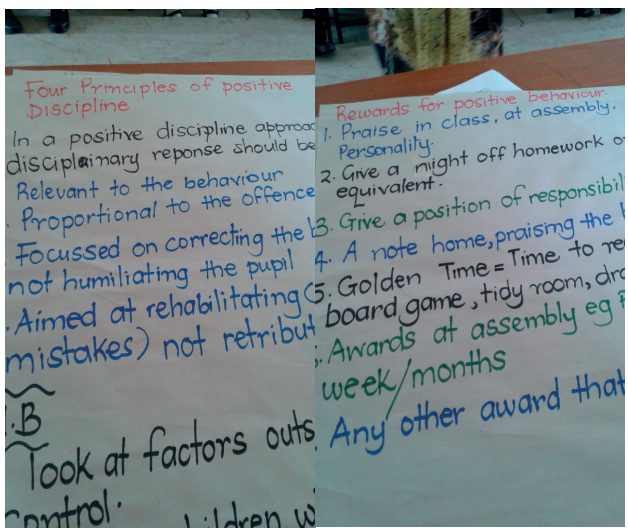
The baseline survey questionnaire targeted 30 learners, 8 teachers and students from each of the 3 schools.

4.4.1.1
The baseline survey questionnaire for primary school learners revealed that 65% of them understood the meaning of human rights, 60% understood what children's rights were, 85% accepted having been regularly taught about child rights and 97% listed 3 examples of child rights correctly. 70% acknowledged their involvement in decision making especially on selection of student leaders and making school rules and regulations. 72% agreed that their teachers respect children rights.

The most common problems listed by learners from the two primary schools while at school were punishment for late coming, fights among themselves, thirst, over beating by teachers, lack of scholastic materials, verbal insult from teachers, language barrier, overcrowding in class, forced morning preps, inadequate school meals and slaps from teachers.

Training student teachers and tutors at Shimoni PTC

Training workshop for the teachers of Shimoni and East Kololo



Some of the Training Materials.

The most common problems listed on the way back home were risk of crossing the road, accidents, conmen, potential defilers, traffic jam, walking long distances, hunger and vulgar language used by some community members especially motorcycle(boda boda) riders

The most outstanding disciplinary measures they experienced included canning, slashing, fetching water, picking rubbish, being sent back home, mopping the class, bringing a parent to school and sweeping the class. Ear and nose pulling by teachers was also cited as well as suspension from school.

As to what the learners thought would make school more interesting, majority (about 70%) cited co-curricular activities, guidance and counselling, allowing free interaction, a clean compound, a painted school, enough time for play, medical care and getting enough food. Space for story telling also came out prominently, need for more textbooks, computers and brain games also featured.

Responses from the student teachers at the PTC were not very different. The knowledge levels about human and children rights were high. However their key problems at college were lack of balanced diet, long periods of night preps, some tutors dodged lessons, heavy academic workload, water shortage and small pockets of sexual abuse from both fellow learners and some tutors. They also mentioned restriction in phone usage and under marking from some tutors. Frequent suspension of students was also common and facing the disciplinary committee.

To the teacher trainees, school would be more interesting if they get entertainment on weekends, enough resting time, the morning preps are not compulsory and if they are involved in making college rules and regulations.

The responses of teachers from the two primary schools all indicated high knowledge levels of children rights, a 60% claim that they often teach about children rights, average involvement of learners in decision making and leadership as well as a high degree of respect of children rights. They reported the key activities promoting children rights as provision of lunch, prefect's elections, games and sports and MDD on child rights. Group discussions were also mentioned.

Teachers claimed they cater for learners with special needs through special sitting arrangement, patience with them and involvement in MDD. On handling indiscipline cases, they mentioned guidance and counselling, invitation of parents and asking for apology letters.

Regarding how they would particularly promote participation, they mentioned debates, learning the students' names and accepting all opinions and giving rewards. On protection they noted group formation, fencing the school, labelling unsafe areas on the school compound and encouraging group movements. As for provision, they noted talking to parents, sharing the few available scholastic materials, provision of meals and giving first aid.

The PTC tutors also had average knowledge about children rights although 3/8 failed to define a child according to Ugandan standards. They claimed to teach child rights and observed absence of a child rights club at the college. 4/8 reported the participation of student teachers in formulation of rules and regulations and that, activities

like MDD, health club and scouting allow students participation. The tutors were fully supporting these. Indiscipline according to tutors was mainly handled by suspensions, guidance and counselling and communal work. Teaching of life skills, use of participatory teaching methodologies like role plays and involvement in study planning were some of the ways they promoted children rights in their classes.

Most tutors did not understand the term positive disciplinary strategies while a few said this is done through punishment like suspension, slashing and mopping.

On how they would promote participation, the tutors emphasized use of participatory teaching methods while on protection, they again listed imparting life skills and good friendship formation. Provision according to the tutors was more of a parent's role, although they also provided available instructional materials e.g flip charts and Manila paper.

4.4.1.2

The meetings with Ministry of Education and Sports officials, district education officers, the head teachers of the selected schools and the CRC change agents from the previous batches also revealed that observation of children rights in Uganda educational institutions was still lacking. Key observations in the meeting were continued corporal punishments, Teacher absenteeism, stigmatization of learners with special needs and HIV/AIDS, child labour, bulling and denial of rest through heavy homework. These authorities justified our project.

4.4.1.3

The workshops held with 21 teachers at Shimoni Demonstration Primary School and 8 tutors at Shimoni PTC enabled the batch 20 team to physically interact with the teachers and tutors. The training helped us to reveal the complaints of learners to the teachers and made them realise the need for change. The teachers noted a number of challenges that affected their efforts to implement child rights. Key among these was the fear or additional workload, being used to corporal punishment as the traditional method of disciplinary action, academic oriented curriculum, resource constraints do not permit certain activities e.g music, dance and drama as well as well as the tendency of learners to give respect to only very tough teachers.

The tutors and teachers were empowered with more knowledge of the CRC, the child rights situation in Uganda, highlighting key child and human rights, legal frameworks, forms of child rights abuse, main abusers, reasons for abuse, types of children most vulnerable to abuse and solutions to the trend of events. Participatory teaching methodologies were also shared. The training also touched on the principles of positive discipline, rules of learning, rewards for positive behaviour and sanctions for poor behaviour.

At the end of the training, the teachers and tutors generated action plans that manifested the strategies they are going to employ to ensure respect of child rights and promotion of the CRC. These included; Creation of a school talking environment, composing of songs, poems, plays and dances that depicted child rights, teaching about

the CRC across all subjects in the curriculum, teaching life skills, use of positive disciplinary strategies, setting classroom rules with the learners, learner directed assembly and promoting peace talks among learners. They further pledged to create more lovely school and classroom environments, call the children by their names, use drawings and general art depicting child rights and to make use of newspaper articles on child rights for display in class. Change of attitude on issues of child rights was almost visible among teachers after the training.

4.4.1.4
The focus group discussions further highlighted existence of child abuse and provided additional support to the findings from the baseline survey, meetings and training workshops.

5. Results

5.1

Following the baseline survey, meetings, sensitisation workshops and Focus Group Discussions from which a lot of information on the children rights situation in the selected schools was gathered, batch 20 embarked on the implementation of strategies that would promote the integration of children rights education and practice with more focus on the right to participation.

At Shimoni CPTC the tutors were encouraged to allow the election of student councils and prefects to take a democratic process without influence of tutors and administrators. The modules regarding alternatives to corporal punishments and positive rewards were to be emphasised and the teacher trainees were to be encouraged to start making local instructional materials that they would use when they got into service. The tutors were also to ensure that teacher trainees get enough information about the content of the CRC. All this was done.

At the two primary schools, the change agents encouraged teachers to implement the work plans agreed upon after the training. These included integration of children rights issues into music, dance and drama. They embarked on this program immediately and teachers were called upon to assist the learners in composing songs with key child rights related messages. Such songs were in both English and local languages. The composed songs carried messages reflecting abuse of children rights, the main perpetrators of abuse, what society must do about the situation and the role of government in protecting child rights. In their songs, they pointed fingers at their parents as key abusers of their rights, the teachers as the second major culprits and other care givers such as house girls and house boys as well as other would be trusted members of the community including guardians.

The teachers embarked of the process of making school more friendly through creating more time to listen to their learners, developing interesting compound messages related to child rights, allowing decision making and allowing children more time to play in order for them to freely associate with their peers involving them in making learning aids and reducing the incidence of corporal punishments. The teachers also embarked on the teaching of life skills such as self-esteem, self-awareness, assertiveness, negotiation, good communication, conflict resolution, managing peer pressure and decision making. At Shimoni Demonstration school the learners were allowed to manage school assembly by themselves. In fact on the occasions when change agents visited on assembly day and time, they found the learners in charge and teachers were only around to control order.

The teachers also started involving the learners in forming the class room rules and regulations yet they had previously done this by themselves. The children were happy for this and were very careful not to break the rules designed by themselves. Another good practice that came on board was initiation of peace talks through which the children would easily reconcile with themselves their teachers and parents. At the three educational institutions, the issue of improving the classroom environment also became a serious activity. The teachers embarked on writing classroom messages and designing wall materials that were appeasing. The children also designed their own material according to their classes which were to be exhibited in their classes and the notice boards. Teaching about the CRC in all subjects also became a routine practice. This was because there was no specific time on the general school time table for this particular purpose.

Meetings of the Student Council at the teacher training college also became more frequent. The meetings were mainly focused on enabling the trainees to solve any disciplinary cases among them without being influenced by the Tutors and administration. As the Council members interacted with the change agents, they always expressed satisfaction that they were handling their own affairs.

Continuous support supervision and monitoring was done at the schools to ensure implementation of these activities. The change agents visited the schools and the college in turns for continuous follow up. Indeed these were done between October 2014 and June 2015 and are still ongoing.

The implementation of these activities significantly reduced cases of child abuse in the selected schools. Learners also confessed that teachers were now handling them with a softer heart and that cases of teacher violence against them had decreased. Corporal punishments had now been put aside and the teachers now engaged them more in guidance and counselling. The number of compound messages depicting child rights also increased especially at the two primary schools.

Application of key life skills by the children was also evident. For example they confidently participated in debate, talk shows and drama. The children were communicating in good English and their messages from the above events would clearly be understood. They had also reduced incidences of conflict as evidenced by less fighting among themselves. They now had more access to and freedom to talk to their teachers especially on the school compound. At Shimoni Demonstration school the parents mo-

bilised resources to ensure that the children received lunch at school. This had improved the daily attendance of the learners to school and also increased their levels of concentration during the afternoon classes. The schools where the project was implemented have actually become more chid friendly.

We members of batch 20 as the project implementers also acquired a lot of experience in child rights issues as we interacted with education managers, teachers and tutors, the children themselves, teacher trainees, fellow change agents in the Ugandan network and off course our Mentors. We now have better teaching skills and are no longer the same.

Batch 20's visit to Kerala India in November 2014 gave chance to the Ugandan team to improve our project activities back home. The Indian Network had a lot of achievements in implementing the CRC including influencing Government to design better policies that enhanced child rights and mobilising other schools that did not even have change agents to take up the child rights practices. This Network also implemented a number of projects that were appreciated by Government, the schools and the communities. While in Kerala, colleagues from other countries and the Mentors gave very constructive recommendations that helped us to polish up our project after our presentation of the progress report.

5.2 The Mentors visit 4th to 12th July 2015

The program of the mentors visit was in such a way that she visited all the project sites to get a feel of the ongoing activities. At Shimoni Core PTC, she saw an exhibition of child friendly instructional materials that the teacher trainees had individually prepared. These were to be used later in service to promote friendly class room environment and child participation in the teaching learning process. A gallery walk facilitated this exercise.

The college students also staged a play a song and a dance, all of which manifested their understanding of children rights and what could be done to enhance them and mitigate abuse. The mentor and change agents also held a meeting with the student's council. This meeting was characterised with questions and answers on the issue of participation. The council members explained how they freely choose their leaders and how they handle indiscipline cases among the students. A discussion was also held with tutors and administration in which they explained how they were benefitting from the project. They also highlighted their individual efforts to promote child rights in the college. At the college, the trainees also showed the mentor a garden on which they were allowed to practice their practical skills in agriculture. The college also had a suggestion box which was used to collect student's views.

The next day the Mentor visited East Kololo Primary School and here the learners exhibited their knowledge and practice of child rights through music dance and drama. The teachers also narrated their efforts to observe child rights. A discussion was held with them on how to sustain the ongoing child rights activities in the school. They called upon the change agents to continue providing support supervision.

Highlights of the Mentors Visit in Pictures

The Mentor also visited Kira Primary School. Here two teacher trainees from Shimoni CPTC held a physical education lesson in which they demonstrated child participation through allowing the children to design their own play materials and choosing which games to play after making the materials.

The Mentor proceeded to Shimoni Demonstration School where the students recited a poem on child rights staged a debate and presented songs highlighting child abuse and possible solutions to it. At this visit it was also established that the children here

were fully in charge of managing school assembly. At the end of the child activities, the mentor and change agents held a discussion with teachers in which pointed out how they individually observed children rights. The teachers also mentioned the challenges they met in their efforts to uphold child rights. The visiting team gave them guidance.

During the mentors visit, arrangement was made to meet and discuss with the officer in charge of International Training Programs at the Swedish Embassy. The focus of this meeting was to disseminate our project and to seek avenues for further collaboration with the embassy.

The climax of the Mentors visit was a Network meeting where all Ugandan change agents shared on the progress of various batches, challenges so far, sustainability plans, joint projects, collaboration with other networks and way forward after the end of the ITP on child rights, classroom and school management.

6. Discussion and Reflection

The activities that were undertaken by the three selected institutions between June 2014 and July 2015 reflected a serious change of attitude to issues of children rights. The tutors at the college admitted that they had not previously allowed satisfactory participation of teacher trainees into making decisions that affected them. They pledged to involve them more. They also expressed commitment to integrating the practice of participation in all curricular and co-curricular activities.

The teacher trainees expressed eagerness to learning more about CRC. The various learning materials they exhibited indicate their readiness to promote child participation when they get into practice.

After implementation of our project, it was evident that new approaches to observance of children rights were being considered by the entire college population following change of attitude and beliefs.

The situation in the two primary schools was not much different. Teachers realised the need to do things differently. They committed to doing away with any form of child rights abuse such as corporal punishment and verbal insults. They indicated readiness to integrate child rights in all teaching and learning activities at school. They also promised to continue us employing positive disciplinary strategies at school. The children also showed that they had learnt a lot about children rights and would continue playing their part. However continuous support supervision by the change agents would be required to sustain these achievements.

These developments were made possible through the decision of batch 20 to implement their project on integration children rights and practice in these particular educational institutions, the support by the administration of these schools, the willingness of the teachers to accept change of attitude and beliefs as well as the eagerness of the learners to embrace new ideas.

6.1 Challenges to project implementation.

- Busy personal and work schedules of the change agents.
- Financial constraints affected our movements to the selected educational institutions, and other issues like communication, stationary and refreshments especially during teacher training and meetings.
- The distances between our places of work.
- It was not very easy to involve the teachers without any motivation material or otherwise. They were committed to so many other activities curricula and co-curricular.
- There are still a few teachers and community members still resistant to the concept of children rights.

7. Way Forward

Following the baseline survey, meetings with key stakeholders, visits by change agents training workshops, the Mentors visit and focus group discussions, batch 20 expects the selected schools to continue implementing activities that show increased knowledge and practice of children rights.

Teachers and tutors are expected to reduce corporal punishments and instead embark on alternative positive disciplinary measures like guidance and counselling.

Teachers have also begun to integrate and mainstream child rights education in the teaching process including making it part of the content in their schemes of work and lesson plans. Integration is also visible in co-curricular activities e,g music, dance and drama, debates, talk shows and sports.

More parental involvement in school activities, more student leader meetings with teachers and school administrators, more learner behavioural change and knowledge of their responsibilities and participation of learners in formulation of school rules and regulations as well as creation of children's rights clubs is expected.

Batch members will continue to provide support supervision and monitoring to the selected schools to ensure these outcomes.

Further engagement of the mentor will be done to improve the project.

The change agents in the entire Ugandan network will also be involved at various levels of project implementation for further guidance.

Continuous communication between the team members, mentor and the CRC Uganda Network through SMS, email and phone calls will be done for continued guidance.

The batch 20 change agents will also meet regularly to review progress.

The tutors will continue equipping teacher trainees with the methodologies that promote child participation.

Teachers need to continue sensitising children about their duties and responsibilities.

Batch 20 change agents will make impromptu visits to the selected schools to check on progress.

More net working with other change agents both within Uganda and other participating countries will be done in order to share experiences.

Collaboration with other child related organisations and civil society will definitely yield more results into the participating schools and neighbouring communities.

We shall encourage the project schools and the college to lobby for funding of certain child rights based activities from parents, Development Partners like Save the Children International, UNICEF and others.

Continuous calls to policy makers such as Educational authorities, Local Government leaders, line ministries like Justice, Gender and Health ought to be done to improve the general picture of child rights in Uganda.

We are hopeful that our project will enhance the observation and sustainability of child rights practices in the selected institutions.

8. References

The Government White Paper on Education 1992

The constitution of the republic of Uganda 1995

Basic Requirement and Minimum Standards for Uganda Educational Institutions

Enforcing Child Rights Globally, Experiences and Reflection from the ITP on Child Right Class Room and School Management. Ulf Leo, Agneta W Flinck, Bodil Rasmusson, Lena Andersson, Per Wickenberg. (Lund University)

Change Projects from the ITP, Child Rights Class Room and School Management. Batch 16 2012 a.

Convention on the Rights of the child 1990

The Ugandan flag and the national emblem

ATTACHMENT: 1

Questionnaire for Teachers.

Dear Respondent:

You have been selected to participate in a survey on matters concerning children rights in selected primary schools in Kampala district. The survey team intends to use the findings to implement a change project .your responses to the questions will be treated with utmost confidentiality .please kindly fill the answers in the spaces provided.

NAME OF THE SCHOOL: .....

1. What do you understand by the term "Human Rights.
2. Who is a child?
3. List five characteristics of children.
4. What are children rights?
5. Do you teach children about children rights?
6. How often do you teach children about child rights
7. List down 3 children rights that you know.
8. Do you have a child rights club in this school?
9. Are children in this school involved in the making of school rules and regulations? If yes how?
10. How do students in this school participate in leadership?
11. How are children leaders chosen in this school?
12. Do you think that teachers in this school respect children rights?
    a) If they do what shows.
    b) If they don't what shows?
13. Through which activities does this school promote children rights?

14. As a teacher, how can you promote a child friendly school?
15. How do you handle children with special needs in your class?
16. How can you promote children rights in your class
17. How do you handle cases of in descipline among learners?
18. What positive disciplinary strategies do you administer to your pupils? List 5
19. Does the school administration organize meetings with student leaders?
20. Does the school provide meals for learners?
21. Show how you can particularly promote the following among learners in your class.
    a) Participation. .....
    b) Protection. .....
    c) Provision. .....

THANKS FOR YOUR TIME, CO-OPERATION AND CONTRIBUTION
Phyllis, Marion and Henry (CRC –Team-Uganda 2014)

ATTACHMENT: 2

Questionnaire for Learners

Dear Respondent:

You have been selected to participate in a survey on matters concerning children rights in selected primary schools in Kampala district. The survey team intends to use the findings to implement a change project .your responses to the questions will be treated with utmost confidentiality .please kindly fill the answers in the spaces provided.

NAME OF THE SCHOOL: .....

1. What do you understand by the term "Human Rights"?
2. What are children rights?
3. Have you ever been taught about children rights?
4. How often are you taught about children rights?
5. List three children rights that you know
6. Do you have child rights club in this school?
7. Are children in this school involved in the manning of school rules and regulation
   If yes how are you involved?
8. How do students in this school participate in leadership?
9. How are children leaders in your school chosen?
10. Do you think that children in this school respect children rights?
    If they do, what shows?
    If they do not, what shows?
11. Do you think teachers in this school respect children right?
    a) If they do what shows?
    b) If they don't what shows?
12. List down 3 problems which you faced during your school situation.
13. List down 3 problems which you face during your way back home
14. Which type of punishments do you normally receive at school? List the major 3
15. Does the school provide learners with meals?
16. What do you think would make school more interesting for learners? Give 3 suggestions.

THANKS FOR YOUR TIME, CO-OPERATION AND CONTRIBUTION
Phyllis, Marion and Henry (CRC –Team-Uganda 2014)

Viet Nam

Viet Nam had its first team in batch 2 (2004) and total 13 teams and 38 change agents in batches 1-21 (March 2015) in the programme.

Level	Change Agents	Change Projects	Comments
National	3	0	
Region/Province/District	17	0	
Local	18	13	

Table 1. Change Agents´ professional position and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

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

Area: 331,210 km^2

Population: 93,421,835 (**est. 2014)**

Capital: Hanoi

Independence: 2 September 1945(Reunification of North and South Viet Nam) 2 July 1976

Official language: Vietnamese

Viet Nam

Helping teachers to encourage their students to set up the classroom rules in primary school to increase participation in school activities

Ms Pham Thuy Ha, and Mr Ha Thanh Hai

1. Introduction

The Convention on the Rights of the Child (CRC) was passed by the UN on 20 November 1989 and has become effective since 2 September 1990. Viet Nam was the first country in Asia and the second one in the world to ratify CRC. In Viet Nam, The Law on Child Protection, Care and Education (LCPCE) was ratified on 12 August 1991 and adjusted on 15 June 2004 by the National Assembly. Since then, Viet Nam has practiced CRC and LCPCE for the best interest of children. CRC propagation and implementation have been done throughout the whole country, especially in education. But we still have some important steps to take in CRC in Education in our city and society.

2. Frame of Reference

The Convention on the Rights of the Child (CRC) passed by the UN on 20 November 1989 and become effective as from 2 September 1990. Viet Nam was the first country or state in Asia to ratify the CRC and the second country or state in the world to ratify CRC.

The implementation of the Convention on the Rights of the Child has been institutionalized by state law, The Law on Child Protection, Care and Education (LCPCE) was ratified by the National Assembly on 12 August 1991.

Ho Chi Minh City is in the south of Viet Nam. It is the big centre of culture, economy and education of country. Ho Chi Minh City is currently divided into 24 districts

and with a population of over 8 million and has near 500 primary schools. CRC have been applied in all of the primary schools in Ho Chi Minh City.

Nguyen Van Troi (Ms Pham Thuy Ha is a principal) and Luong The Vinh (Mr Ha Thanh Hai is a principal) are primary schools in Ho Chi Minh City.

Nguyen Van Troi primary school is located in District 4 Ho Chi Minh City. In school year 2015-2016, there are 1200 students with 32 classes (36 students/class), 49 teachers with 33 form teachers and 16 school subject teachers. Besides, the school has more 19 people working as school staff.

Luong The Vinh primary is located in District 7, Ho Chi Minh City. In school year 2015-2016, there are 2156 students with 45 classes (48 students/class), 87 people with 45 form teachers and 25 school subject teachers. Besides, the school has more 40 nursery teachers who take students' care in school activities.

The pilot program had been applied in 3 classes with 150 students, 3 teachers in Luong The Vinh primary school; in 3 classes with 105 students, 3 teachers in Nguyen Van Troi primary school in 2014. We were collecting 6 classes from grade 3 to grade 5 and also establishing the volunteers group including teachers, staff.

Since 2015, especially after coming back from the workshop in India, we have extended this project with all classes, students and teachers in both schools.

2.1 Baseline

After The Convention on the Rights of the Child (CRC) has been implementing in Viet Nam, Luong The Vinh and Nguyen Van Troi primary school is eager CRC into class practice.

However, when we attended this course in Sweden, we recognized that all classroom rules applied at schools in HCMC which were completely set up by principals and teachers. The students are forced to obey the rules without participating in setting up them.

In all schools in Viet Nam, students have never got good chances to give their opinions, ideas, and thoughts in setting up the school rules or the classroom rules, so it's difficult for them not only to know and understand what to do, how to do clearly but also *why* to do it.

To our teachers, we wish to change our teachers' minds and thoughts to implement the child rights better in their teaching. Besides, we hope they themselves can evaluate their teaching result in educating and helping their students as well as they have more responsibilities for their jobs.

To our students, they have more benefits of effective educations and more responsibilities for their study and participate in the school activities more actively and enthusiastically.

Class atmosphere will be friendlier and more exciting. All members in the class can easily share the difficulty and know clearly how to implement the classroom rules together. From this, everyone will help each other make a friendly and cooperative classroom and school atmosphere.

Parents will take the school pride and confidence in educating their children. Our school project will spread to all class activities and furthermore it can be applied to other schools in Ho Chi Minh City. We think that this project will be able to promote the effect of the implementing the child rights.

In HCMC we have so far 19 change agents where of 9 principals.

3. Purpose

- Students and teachers will know basics of Child Rights (CRC).
- Classroom rules will consist of what teachers and students have to do or not.
- Teachers will help students to collect the students' ideas in setting up classroom rules and students are encouraged to participate in setting them up.
- Classroom rules will help students to participate and be active in classroom and also in their own learning.
- Classroom rules are changed if it is needed.

4. Methodology (Activities)

4.1 Step by step to perform the project

4.1.1 Step 1

Preparing documents. Trainings for the applicable subjects will take place at Nguyen Van Troi and Luong The Vinh Primary School of District 4 and 7. The training rooms will be equipped with projectors and other devices. In addition, there will be outdoor trainings for pupils. After having studied various sources, we decided to select the following documents to conduct the training of the project.

1. Save the Children, **Training material on "the Convention on the Rights of the Child"**, The National Political Publishing House, 1999
2. Radda Barnen, **Propagation of "Child Rights" in primary schools (a story for primary pupils),** The Ho Chi Minh City Education and Training Department, 1999
3. Radda Barnen, "**Corporal Punishment on Children" will this be really necessary?** The National Political Publishing House, 2004
4. Radda Barnen, **Propagation of "Child Rights" in schools (teaching material for teachers**), The Ho Chi Minh City Education and Training Department, 1999
5. Save the Children, **Application of "Child Rights" in schools**, The National Political Publishing House, 2004

6. **The Convention on the Rights of the Child**, The National Political Publishing House, 1997
7. Save the Children, **Building a friendly learning environment for children**, Hanoi 2008
8. Save the Children, **Child Rights,** The Gioi Publishers in Hanoi, 2003
9. The picture cards

4.1.2 Step 2 Training for trainers

Training on the CRC for teachers and staff

1. Time: August 2014
2. Materials:
   a. Propagation of Children's Rights in Primary Schools (guiding material for teachers) by Radda Barren
   b. Will *Corporal Punishment on Children* really be necessary? Save the children
   c. "The Convention on the Rights of the Child" of the National Political Publishing House.
   d. Application of "Child Rights" in schools of Save the Children
3. Method: conversation, lecture, discussion
4. Curriculum (1):
   a. Introduction of the Convention on the Rights of the Child.
   b. Who are children?
   c. Difference between a need and a right
   d. Background of the United Nations' Convention on the Rights of the Child and the development of the rights of children.
   e. Fundamental characteristics representing the sense of the Convention.
   f. Introduction of the group of protection rights
   g. Why do children need protecting – define circumstances where children need protecting.
   h. Context of the rights of children to be protected.
   i. Subjects and responsibilities for the implementation of the rights to be protected.
   j. Introduction of the group of Participating Rights
   k. Why do children need to participate in all matters – define degrees of participation?
   l. Context of the children's rights to participate.
   m. Benefits and responsibilities of children in the implementation of the rights to participate.
5. Curriculum (2):
   a. Current status of "Corporal punishment on children" in primary school.
   b. A necessity of eliminating the corporal punishment on children and building a friendly learning environment for children.

c. Setting out a criterion of "Friendly learning environment"
d. Measures for creating a Friendly learning environment for children

6. Enhance the participation of children: A mailbox of Speak-up; opinions of children are more important; building and monitoring the implementation of internal rules; only wish of a class
7. Innovation of teaching methods
8. Innovation of class managing methods by positive education methods.
9. Curriculum (3): Training for Teacher have changed their education methods to encourage student to learn

4.1.2.1 Purpose

- To improve the education quality of the school;
- To create a joyful learning environment, to encourage pupils to be active;
- To promote the activeness and creativeness of pupils.

4.1.2.2 Method

- To conduct workshops and trainings for teachers regarding the teaching methods and active learning approach.
- To recommend teachers to instruct and involve pupils in making teaching tools using easy-to-find materials, regularly use them.
- To arrange desks and chairs flexibly so that pupils can participate actively in learning activities.
- To decorate the class with the products created by pupils to inspire them.

1. Curriculum (4) Peer-training for setting up class rules by teachers and students. (January 2015)

4.1.2.3 Purpose

To give teachers opportunities to share their experiences and learn from each other.

4.1.2.4 Method

- To conduct workshops and trainings for teachers regarding the methods of organizing activities in class.
- To recommend teachers to carry out setting up class rules at the beginning of the new school year.
- To decorate the class with the Rule Board created by students for inspiring them.

4.1.3 Training on the CRC for parents

1. Time: September 2014, December 2014, May 2015

Documents:

a. Training materials on the Convention on the Rights of the Child of "Save the children"

Will "Corporal Punishment on Children" really be necessary? of Radda Barnen

Picture cards

Feedback sheets

Method: conversation, exposure

Content:

a. Preface on " the Convention on the Rights of the Child"
b. Preface on the fundamental sense of the convention which are represented in 8 contents as follows: 4 groups of rights, 3 rules and one process.
c. A preface on the provisions of the group of rights to be protected and the group of rights to participate
d. The group of parents discussing the rights given to their children ⇨ presentation.
e. Feedback from the parents of the pupils regarding their orientation of implementing the rights of children.

4.1.4 Training on the CRC for students

1. Time: August - September 2014, May 2015
2. Method: Discussion, group work, organizing the corners, designing posters of classroom rules, organizing a talk show and a contest.
3. Documents:

a. Propagation of " the child rights" in primary school, Radda Barren.

Application of the child rights to schools, Save the children

Building a friendly learning environment for children, Save the Children

4. Content 1:

a. Brief introduction on the Convention of the Rights of the Child

b. Introduction on the Group of the Rights to be protected:

Do children need protecting? Why?

In your opinion, in what circumstances do children need protecting?

The contents of the child rights to be protected

Individuals and teams who have responsibilities to familiarize with the child rights to be protected. Individuals and team are responsible for familiarizing with the children's rights on protection.

c. Introduction on the Group of the Rights to participate

Do children need to participate in all matters? Why?

How often do you participate in?

The content of the child rights´ to participate.

Your feelings and thinking + if you can participate in solving issues

Content 2: To carry out activities to build a friendly learning environment.

Setting up a mailbox "Speak-up" and building the activities of "Your opinions are more important":

4.1.4.1 Purpose

Encouraging and creating favorable conditions for children to speak up what they expect and do not expect; their happiness and sadness; their expectation in learning; family matters; worries that they cannot directly confide them to their teachers.

Helping the elders (their grandparents, parents, and teachers) and fiends understand children's thinking to have a solution, assistance and creating conditions to satisfy the need of children.

4.1.4.2 Method

Setting up a mailbox "Speak-up" in class

Encouraging children to write letters.

Weekly, teachers check the mailbox.

Discussing with the rector about "Dos and Don'ts" in receiving and handling the children's opinions about their teachers.

Organising and launching the pupils to implement "Your opinions are important"

Teachers will handle or refer the pupils' opinions to whom that are concerned.

Recording the opinions (binding).

a. Pupils participate in building and monitoring the implementation of the internal rules and convention of the class

4.1.4.3 Objective

To facilitate children to build a moral standard with which they need to comply, depending on the child's awareness and as a result children will be self-aware of performing.

4.1.4.4 Method

Use a questionnaire to collect the pupils' opinions on Dos and Don'ts regarding learning activities, discipline, communication, behaviours...

Teachers and pupils will discuss to agree on dos and don'ts.

The finalised internal rules will be compiled by the pupils themselves and posted at a formal place in the class.

a. Pupils participate actively in group activities:

Students of Nguyen Van Troi Primary School are presenting their ideas of the Class Rule Board

Students of Luong The Vinh Primary School decorate their Class Rule Board

4.1.4.5 Purpose

To facilitate children to work in groups with different friends; to train self-confidence and presentation skills before a crowd.

4.1.4.6 Method of implementation

Teachers and pupils will hold discussions and define the criteria of learning activities in groups

Teachers will split pupils into groups and regularly form new groups in learning activities.

Students of Nguyen Van Troi Primary School (above) and Luong The Vinh Primary School (blow) are confident to share their ideas in groups

Teachers will observe to help less confident and inactive pupils.

a. Teachers and pupils will entertain outside the class

4.1.4.7 Purpose

To create a friendly and joyful environment for pupils;
To enable the pupils to reveal their skills;
To enable teachers and pupils entertain together for mutual understanding.

4.1.4.8 Method

Teachers learn and collect opinions of pupils about the need of entertainment and discovery of surrounding world.

Teachers discuss and agree with pupils about the form of activities held outside the class.

Teachers discuss with the rector.

The headmaster plans and cooperates with the teachers to implement.

4.1.5 Step 3 Training and repeating – reflections on the work (all)

We have carried out the project as planned and observed, talked to teachers and pupils to record positive changes.

4.1.6 Step 4 Applying questionnaires to check

We have used a list of questions to check (see appendix)

We planned and made the questions for teachers, parents and students.

We have got lots of positive feedback from them after carrying out the project and in the future we also welcome more useful ideas.

4.1.7 Step 5 Meeting with students, and their parents

We held a meeting at the end of December when the first semester of the study year ended and in May 2015 for listening and discussing with parents and students on the implementation and awareness of the child rights as well as setting class rules.

5. Results

We have prepared three kinds of questions for students, teachers and parents to get the feedback from them after certain time applying this project. Some examples:
Did you attend to build your class routines? (For students)
Do you usually listen to your students' sharing? If yes, how is your attitude? (For teachers)
Do you punish your children when they make mistakes? How? (For parents)

To students:
Be aware of their Rights.
Be more active in learning and playing.
Be more confident in communication, especially they love talking and sharing to their teachers.
Be happy to share to their friends and help each other if necessary.

To teachers:
Be aware clearly of child's value and the clear gradually the prejudice which is that students must follow school rules and classroom disciplines.
Be more confident to change the teaching methods and design lots of different activities that make lessons more interesting and attractive.
Be aware of create a closed and friendly relationship between teachers and parents.

To schools:
The teaching and learning environment has been improved; students go to school punctually and happily.
The educational qualification has been also developed.

To parents:
Be more aware of Child Rights, therefore there has been gradually no definition in which children must follow their parents' decision.
Be more interested in their children's feeling and spirit.
Respect their children always and listen to them actively.
Give their children chances to participate in school activities.

Results from the list of questions:
Students understand CRC during class periods: 1175/1200 (97.9%).
Students enjoy learning during class periods: 1145/1200 (95.4%)

Students express their opinions: 1200/1200 (100%)
Teachers understand CRC: 122/122 (100%)
Teachers can carry out well the child's right of participating: 120/122 (98.3%)
Teachers do not use whips in educating students: 122/122 (100%)
Parents understand CRC: 1050/1200 (87.5%)
Parents can carry out the child's rights of participating: 1OO5/1200 (83.75%)
Parents can take care of their child well: 980/1200 (81.2%)

6. Discussion and Reflection

The results showed that not only does this project changed the teachers but also the children in terms of attitude and action. These two groups are inter-correlated since the teachers' change of the way of setting up class routines led to that of the students' understanding about CRC had an influence in the teachers' awareness. In addition, the children are aware of CRC and know how to protect others and to be protected by participation. Undoubtedly, this project did support the movement "Friendly schools, active students" by MOET.

The teacher's behaviours have been improved. They are happier and friendlier in communicating and know how to listen and respect students' hobbies personalities. Moreover, they are more interested in students' opinions and co-operate them to solve problems in life. However, a few teachers still do not know how to communicate friendly such as greetings at the beginning and the end of the lesson, saying "Thank you" when necessary, praise students well-timed to encourage them or using appropriate solutions when students make mistakes.

Students can learn in a friendly environment. Their projects have been displayed on the board so they feel very happy. In addition, students are praised by teachers and respected by their friends in class therefore they are able to recognize their values and abilities. From here, they are more confident to develop their creativity.

Likewise, parents also experienced the big change in their points of view of how to educate their children through getting educational information from school's conferences. Then they take part in school activities actively. Without their approval and determination in putting the project into action alongside with the implementation at school, we cannot reach the target.

We learned that in order to put the project into action to achieve the goal, it is not the work of any individual but the whole community "School-Family-Society". Another point is that we should believe in students when giving them a power and letting them play the key role in project planning since they may surprise us. Last but not least, the stronger connection among members of CRC network is, the more successful the project can be.

6.1 Personal reflections

As principals, we have made use of the method of sharing and entrusting respon-sibility to the Vice Principals, the Secretary of Youth Union, the Chair-person of Labour Union, etc. so that they - together with us - cooperated to take actions to reach the final goals. Up to present, we have obtained good results when the concepts of Child Rights with *the 3Ps* have been reflected not only on teachers and staff's mind but also in their action, as well as students' and parents' ones. I feel quite certain that in a near future, this will be the same for everyone at Nguyen Van Troi and Luong The Vinh Primary Schools.

7. Way Forward

Teachers and students continue setting up class rules at the beginning of each school year.

School leaders continue observing teachers' using active methods in setting up child-friendly environment.

School leaders and teachers will have more contact with parents about CRC (through questionnaires, contact books, meetings, and school activities).

School leaders are going to organize a get-together for the school and parents as well as children to discuss on CRC in order to reach an agreement in bringing up, communicating and protecting children at home and at school.

We continue holding more outdoor activities to improve student's confidence as well as the relationship between students and teachers, students and students, teachers and parents.

8. List of References

Law on Child Protection, Care and Education

Per Wickenberg, Agneta W Flinck, Ulf Leo, Bodil Rasmusson, Richard Stenelo & Bekeret Yebio, Taking child right seriously-Reflections on five years of an International Training Programme, Media-Tryck.

Rachel Hodgkin & peter Newell, Implementation Handbook for the Convention on the Rights of the Child, United Nation Publications, 2007.

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Save the Children, Training materials on "the Convention on the Rights of the Child", The National Political Publishing House, 1999.

The UN Convention on the Rights of the Child.

Appendix

Questionnaire for students

1. Have you ever known about Child's Rights? If yes, what do you know?
   Yes No
2. Did you attend to build your class routines?
   Yes No
3. Have you ever been praised by your teacher when you do a good thing?
   Yes No
4. Have you ever been punished when you do not follow the rules?
   Yes No
5. Does your teacher scold you when you do not follow the rules?
   Yes No
6. Have your teachers ever treated you unfairly? If yes, what are these things?
   Yes No
7. Have your teachers listened to your ideas in class?
   Yes No
8. Do you think that you need to be respected although you are only a child?
   Yes No
9. Have you ever shared to your teachers if you have a problem?
   Yes No
10. Are you interested in coming to school every day?
    Yes No
11. Are you been encouraged to make hands up in class?
    Yes No
12. Have you ever written a letter and put it into the "Things students want to say" box if you cannot share to your teachers face to face?
    Yes No
13. Do your teachers read your letters in the "Things students want to say" box?
    Yes No
14. Do you like the teacher who usually talks to you very loudly or shouts at you in class?
    Yes No
15. Do your teachers encourage students when they get low marks?
    Yes No
16. Do your parents usually shout or have corporal punishment when you get low marks or make mistakes?
    Yes No

17. Do you join in collective activities which are held by school?
    Yes No
18. Have you ever attended to raise ideas in order to improve your school better and better?
    Yes No
19. Do your teachers talk to your parents about your learning progress?
    Yes No
20. In your opinion, what should your school do to help you think "every day at school is happiness"?
    Yes No

Questionnaire for teachers

1. What do you know about Child's Right? How many groups of rights in World Convention of Child's Rights?
   Yes No
2. Do you carry out all groups of the rights completely in your school?
   Yes No
3. Does your school have the rules of communication method, the behaviors between teachers and students, students and students at school?
   Yes No
4. Do you shout or have corporal punishment in class?
   Yes No
5. Do you say goodbye to your students before going home?
   Yes No
6. Do your students share to you when they have a problem?
   Yes No
7. Do you usually listen to your students' sharing? If yes, how is your attitude?
   Yes No
8. Do you decry your students in front of the class or in the parents' meeting?
   Yes No
9. Are you willing to help your students overcome their problems in learning or in life?
   Yes No
10. Are you interested in your students' home condition?
    Yes No
11. Are you willing to help if your students have difficult conditions?
    Yes No
12. Are you interested in your students' psychological development?
    Yes No

13. Do you treat your students fairly in class?
    Yes No
14. Do you have in time-solutions for the conflicts between students and students?
    Yes No
15. Do you have encouragement for very small efforts of your students?
    Yes No
16. Do your students attend to build your class routines?
    Yes No
17. Do you improve your teaching methods to help your students be more confident, active and positive?
    Yes No
18. Do you usually join in outdoor activities with your students?
    Yes No
19. Do you usually meet your students' parents to exchange their children's learning progress, psychological change and ability of development?
    Yes No
20. Do you usually have self-study, peer learning with your colleagues and administrators about the positive education methods?
    Yes No

Questionnaire for parents

1. What do you know about Child's Right? How many groups of rights in World Convention of Child's Rights?
    Yes No
2. Do you carry out all groups of the rights completely at home?
    Yes No
3. Do your children have right to raise ideas in your family?
    Yes No
4. Do you let your children to choose the school subjects based on their hobbies and abilities or force them to follow your ideas?
    Yes No
5. Are your children happy when you make a decision for them?
    Yes No
6. Do your children share to you their sadness or happiness?
    Yes No
7. Do you usually punish them when they make mistakes?
    Yes No
8. Is there the equality between men and women in your family?
    Yes No

9. Do you think parents are the people who have the right of making a decision in your family?
   Yes No
10. Do you let your children to join in outdoor activities frequently?
   Yes No
11. Do you usually attend to activities with your children?
   Yes No
12. Do you usually have encouragement for your children's effort?
   Yes No
13. Do your children and you have any discussion on something which happens in your family?
   Yes No
14. Are you interested in your children's psychological development?
   Yes No
15. Do you give any advice softly to your children when they do something wrongly?
   Yes No
16. Do your children like joining in outdoor activities?
   Yes No
17. Do you usually meet your children's teachers to exchange your children's learning progress, psychological change and ability of development?
   Yes No
18. Do you usually beat your children to help them be better because you think you love them?
   Yes No
19. Do you give your children a chance to express their ideas and dream?
   Yes No
20. Do you think you should build the family routines to make your family equal and happy?
   Yes No

Zambia

Zambia had its first team in batch 1 (2003) and in total 13 teams and 40 change agents in batches 1-21 (November 2014) in the programme.

Level	Change Agents	Change Projects	Comments
National	6	0	
Region/Province/District	18	1	
Local	16	12	

Table1. Change Agents´ professional position and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

The Child Rights Programme has focused 4 of the 10 Provinces namely Lusaka (5 teams), Central (1 team), Mushinga (2 team) and Copperbelt (5 teams). The focus of most the projects have been on promoting children's participation by establishment, development and evaluations of class and school councils in primary and secondary schools.

Area: 752,618 km^2
Population: 15, 023, 315(est. July 2014)
Capital: Lusaka
Independence: 24 October 1964
Official Language: English

Zambia

Child Rights Activities in Schools with special focus on participation: A Sample of three (3) selected schools in Lusaka District (Lake Road PTA School, Lusaka Girls Primary and Libala Secondary School)

Christina Kafulo, Gistered Muleya, and Kaoma Y. Musenge

1. Brief background about Zambia

Zambia is situated in the southern part of Africa. It is a land-linked country and is surrounded by 9 neighboring States and these include Zimbabwe, Malawi, Tanzania, Democratic Republic of Congo, Angola, Mozambique, Botswana and Namibia. It has a surface area of 752, 614 square kilometers. The country is divided into 10 administrative provinces with over 108 districts. Zambia has more than 73 ethnic groupings but bound together under the motto of One Zambia One Nation which was coined by the then United National Independence Party (UNIP) Government in 1973 under the leadership of Dr Kenneth David Kaunda to promote unity and peace among all the peoples in the country. Since then the country has remained a unitary state and successive governments have continued to promote the motto of One Zambia One Nation from time to time.

2. Frame of reference

The notion of human rights which until recently was a subject outside educational settings has now become centre stage in this area with more attention being given to the understanding of child rights, which was rooted in the UN Convention on the Rights of the Child (1989) (Muleya, 2008:1). There is a growing concern that children should be placed at the centre of the teaching and learning process. As noted by White (cited in Muleya, 2008) instead of being passive targets of the good intentions of others, children

should become active participants in their own development. The arguments above are consistent with Article 29 paragraph 1 in UNCRC and states that setting out the agreed aims of education, not only adds a qualitative dimension to the rights of education recognised in Article 28 but it also insists on education as being- child- centred, child-friendly and child-empowering. Thus the goal is to develop the child's skills, learning and other capacities, human dignity, self-esteem and self –confidence (UNICEF 2007:439). Central to this has also been the shift to seeing children not as the objects of others, but as active subjects in their own right. The human rights approach to education is equally showing signs of shifts in attention from the direct activity intervention to policy engagement and advocacy, though some challenges are being met during the process and the implementation phases. Hydén (as cited in Wickenberg et al, 2009: 129-150) contends that the rights do potentially involve a range of actors for whom an obligation exists to take action. It would appear that the Convention is calling for a wider participation of the rights agenda not only in the context of education but also going beyond education to touch on all facets of life where children are mostly found at the weakest point and able to fully defend themselves from the actions of the adults or those that claim to protect them. In this connection the CRC opens the door or doors where children should be treated as full holders of human rights especially that there are also full human beings who are in the process of attaining full development. Freeman (as cited in Wickenberg et al, 2009:151-166) argues that the Convention should adopt a concept of childhood that sees it as a period during which children are to be protected and their developing capacities respected and this is consistent with Article 5 of the Convention which recognises the responsibilities, rights and duties of the parents, as well as those of the extended family or community to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the Convention rights.

Through Article 12 of the CRC children are seen as capable of forming their own views with regard to the right of expression which is supposed to be freely in all matters affecting them. We find this interesting in the context of the work for change started through this,where the children need to engage effectively in matters affecting them through their participation in the schools. This also resonates very well with the Committee on the Rights of the Child's observations that the effective promotion of article 29 (1) requires the fundamental reworking of curricula to include the various aims of education and the systematic revision of text books and other teaching materials and technologies, as well as school policies (UNICEF, 2007:441). Additionally, Freeman in Wickenberg et al (2009) believes that the child or children have the right to open future and they ought to be given such an opportunity to enjoy that. We think that in this project is important that we revitalize this aspect by ensuring that schools in Lusaka District begin to take a look at child rights activities as the best practices in the realisation of the CRC especially with regard to participation. Wickenberg et al (in Wickenberg et al 2009: 111-125) have observed that at local school and community level in projects in Tanzania, Indonesia, Uganda, India-Kerala, Zambia, Colombia, Namibia, Egypt, Malawi and Vietnam had experienced some interesting examples of

participation such as school and class councils that were established and had functioned for some years.

2.1 Zambia education policy on child rights convention (CRC)

According to the Policy document on education provision in Zambia of 1996, the Ministry of Education has affirmed the centrality of the child in the entire education process. The policy recognises that each child is unique with his or her own individuality, fashioned in family and community backgrounds that are themselves unique. This contributes to a rich diversity to the entire educational enterprise which should seek to cultivate the qualities and potentialities of each learner, without trying to mould all children according to the same pattern. Further, the Government of the Republic of Zambia has pledged itself to protect the right of every child and promote healthy, happy and caring upbringing. As such the policy contends that the school environment should be such that it ensures each young person's joyful safe and formative childhood and early adolescence. This principle informs the statements of educational goals and objectives and the curriculum principles to which they give rise. The education system exists for the sake of the learners and the institutions in which the learning takes place. At the level of the schools, the system aims at enabling them to provide an education and learning environment which facilitates the cultivation of each pupil's full education and potential. With all this, the policy gives an overarching aim of the school in promoting the full and well rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all pupils so that each can develop into a complete person for his or her own personal fulfilment and the good of society. From this picture it is very clear that policy is in conformity with Article 29 of the CRC whose content is focusing on education which is child centred, child friendly and child empowering. The goal of this article is to develop the child's skills, learning and other capacities, human dignity, self esteem and self-confidence and this fits well with the current policy for the Zambian child. In addition, various reports that have been made on Zambia through Change Agents, the Ministry of Education remain committed to the provisions of the United Nations on Convention of the Rights of the Child (UNCRC).

On top of this, the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) has reaffirmed its commitment to the child rights education in the new curriculum dubbed 'Zambia Education Curriculum Framework of 2013'. For instance, under international conventions and agreements the ministry has stressed that ... in order to promote and have respect for human rights and freedoms which includes access to education by all, focus has been paid on the 1989 Convention on the rights of the child aged between 0 to 18 years. As such the ministry through the new framework contends that it is therefore, imperative that through the curriculum these rights should be explicitly defined and taught to all learners (MESVTEE, 2013: 15). Further the document also states that Zambia is a signatory to the United Nations conventions on Human Rights and in view of this, learning institutions should integrate Human Rights across the curriculum by way of involving learners in activities and practices that

expose them to Human Rights awareness. Programmes for students pursuing Bachelor Degrees at University of Zambia in the School of Education, Colleges of Education, Secondary and Primary Schools have already integrated CRC issues through civic education and social studies.

Clearly from this scenario, one gets the sense that what is being encouraged is child rights education and this resonates very well with the project that we have undertaken in three (3) selected schools in Lusaka District.

2.2 Experiences from Zambia

It is important to note from the outset that some strides have been made in the area CRC in Zambia. For example the school councils and other CRC activities are running in some of the schools on the Copperbelt (Batch 16) Other areas of CRC that have been done so far in Zambia have been on raising awareness among the pupils, teachers and parents on the rights of children through school and class council (Batch 12, 2010); child rights implementation in Zambia(Batch 10, 2009); school curriculum and child rights (Batch 9, 2009); Empowerment of child rights in schools (Batch 7, 2008); testing the practicability of the guidelines for the establishment of school councils in Zambian schools (Batch 5, 2007); child rights in education(Batch 3, 2006); implementation of child rights in schools(Batch 2, 2005)and the implementation of Article 12 of the United Nations Convention on the rights of the child in schools (Batch 1, 2004). At the moment Batch 18 focused on creating a platform for the two student administrative bodies on the Copperbelt schools to work together in decision making according to CRC norms. With such it is undoubtedly clear that something is being done in the schools in Zambia regarding CRC though the focus is mainly on the schools on the Copperbelt province. However, there is need to focus on the way the CRC is or has been applied in other areas such as Lusaka taking into account that Batch 3 and 5's focus was on some of the schools in Lusaka. The choice of Lusaka in this project was arrived at in the light of its diversity which gave a very good opportunity for such a project.

3. Project purpose

The purpose of the project was twofold:

1. To find out the current practices on Child rights Education with regard to participation in the three selected schools in Lusaka District namely; Lake Raod PTA School, Lusaka Girls Primary and Secondary School and Libala Secondary School
2. To create and strengthen platforms for students to get involved in CRC Activities

The three schools chosen were based on the information extracted from Ministry of Education and Zambia Civic Education Association. We wanted also to investigate

from the Head teachers on how active their schools have been with regard to activities of CRC and also the possible challenges they faced. Additionally, to find out best practices on CRC activities especially in the manner they have been running in their schools in Lusaka.

3.1 Target groups

The project targeted students, school management from the three schools namely Lake Road PTA, Lusaka Girl Primary, Libala and Kabulonga Boys Secondary School.

The stakeholders were Parent Teachers Associations (PTAs), Head teachers Association, Ministry Officials, University of Zambia (UNZA), Save the Children International, Zambia Civic Education Association (ZCEA) and Human Rights Commission.

4. Main activities implemented

- Visited the project schools and had sharing and learning experiences/meetings with head teachers, students and link teachers with regard to CRC activities.
- Visited the Swedish Embassy and had meeting with the Acting Ambassador on CRC activities together with our mentor – Mrs. Bodil Rasmusson from Sweden.
- Training/orienting teachers, head teachers and other Ministry of Education officials in CRC.
- Learning and sharing experiences with the Provincial Education Office, District Education Board Secretary, University of Zambia and other stakeholders in CRC activities.
- Meeting with the Permanent Secretary, in the Ministry of Education
- Meeting with the Director for Directorate for Open and Distance Learning, Ministry of Education Science Vocational Training and Early Education.
- Meeting with the Provincial Education Officer (PEO)-Southern Province, DistricEducation Board Secretary, Provincial Resource Centre Coordinator and other key officials at the District.
- Met also with students, head teachers and link teachers from different schools in Livingstone District on CRC and the school councils
- Following up implementation of agreed actions in all the targeted schools

5. Achievements

The project has made progress in accordance with the project plan and the progress report that was presented in Kerala-India.

5.1 Lake road PTA school

As soon as we got back from India we undertook various activities in the targeted schools for instance we had a learn and share meeting with the Parent Teachers Association (PTA) representative at Lake Road PTA School to explain what we were doing and how their school was selected and what the whole project was about. The response from the PTA representative was positive and shared also the views of the parents and they were in full support of the CRC activities in the school. In fact what could be said about this school is that it is a model school in so far as the CRC activities are concerned. We saw it as a school where other schools could learn how to establish and organize an effective school council.

As for Lake Road PTA School, the administration and Parent Teachers' Association ensure that what learners complain in school council was acted upon because they would not like to infringe on their rights as children.

5.2 Lusaka girls primary and secondary school

After we had finished with Lake Road School, we went to another school and this time it was Lusaka Girls Primary and Secondary School. We made an appointment through the Head teacher to have the PTA representative so that we could equally share and learn from them how they were responding to the CRC activities in the school. As much as the appointment was secured, we did not have the parents come through due to circumstances beyond their control. However, we were able to learn and share with the school administration the expectations with regard to the CRC in the school.

School Council Session At Lusaka Girls Primary And Secondary

In our interaction with the Head teacher and Link teacher at Lusaka Girls, we saw the need in near future that we could support the school as change agents in working with them in ensuring that there is harmony between the school council and the school authority.

The team had an opportunity to visit Lusaka Girls Primary and Secondary School to learn and share their experiences on how they carry out their school council sessions. The team appreciated what was coming from the learners and we further encouraged the school to be conducting exchange visits so that they learn from other school councils**.**

The issues that learners voice out in School Council at Lusaka Girls Primary and Secondary School resulted into allowing school administration to open a block of toilets which was completed a long time ago in awaiting the Vice President to officially open it, since it was constructed by the community through Community Development Fund (CDF) but when the team visited the school to attend their school council, it was reported that the block was opened for the learners.

5.3 Libala secondary school

We noted in our discussion that Libala had a well established school council; they needed support from the change agents to work with them so that the council could be strengthened. This helped learners to know that when they complain to issues that affect them in the school, the administrators needed to listen and attend to those issues which can be resolved sometimes even without any financial cost, this was clearly demonstrated when learners demanded to be writing their Termly Exams and this was implemented.

5.4 Collaboration with save the children and human rights commission.

We also managed to establish some good working rapport with Save the Children International and Zambia' Human Rights Commission in the area of CRC and hope to continue working together in matters of CRC for a long time to come. In fact, the Human Rights Commission appreciated what we were doing and as a result, they have included the three schools in our project in their plan of action. They have also included the link teachers from the project schools in their training programme. In addition to this, they have also agreed to work with us as change agents in the production of Child Rights Radio programmes.

As a Radio Producer, this is Christina Kafulo's area of expertise hence, she needed to be supported financially because it is very costing to produce and record such programs. The coming of Human Rights Commission to collaborate with the Ministry in the production and broadcasting of such programs will enable many learners, duty bearers and the community to benefit a lot to such child rights learning programs

5.5 Training of trainers workshop organized by batch 21

We also facilitated at the workshop organised by Batch 21 to train administrators, teachers and link teachers from schools within Lusaka. The idea was meant to develop a model for the training of trainers which could be used to spread CRC activities in the schools in Lusaka Province. The training for Batch 21 included also our Link Teachers from our three sampled schools as well and equipped them with the necessary information pertaining to child rights. We have also initiated the formation of Lusaka District CRC Committee to help roll out CRC activities in the province.

The members of the CRC Committee were nominated by their participants based on the interest towards issues of child rights and what they are doing at their respective schools in promoting the rights of children. These were mainly Head teachers, School In-Set Coordinators who comprised the committee. On the last day of the training, the committee drew their Action Plan so that they could roll out to so many schools within Lusaka District, see the attached log frame.

S/NO	ACTIVITIES	INDICATORS	TARGET GROUP	TIME FRAME
1	Conduct Sensitization meetings	• No. of Reports produced • Availability of photos/video	Head teachers Teachers Learners Community	16-17th March, 2015
2	Hold training of key stakeholders in issues of CRC	• No. of Reports produced • Availability of photos/ video	Learners Link teachers Class Representatives	23/03/2015
3	Formulation of School Councils	• No. of School Councils established • Availability of photos/video • No. of Reports produced	Head teachers Learners Link teachers	
4	Conduct Monitoring and Evaluation trips	• Availability of photos/video • No. of M & E Reports produced • No. of M & E trips undertaken	Officers from HQ PEO's Office DEBS's Office PRCC DRCC Head teachers	

Welcoming in Livingstone

6. Networking meeting

We also organised for the Networking meeting with trained and local Change Agents from the Copperbelt, Central, Muchinga and Lusaka Provinces which was held at Zamcom Lodge in Lusaka and this was during the mentor's visit to Lusaka in the month of June 2015.

6.1 Visit to southern province

We also collaborated with the former Provincial Education Officer for Southern province Mr Stephen Chishiko who is also one of the trained change agents to have a workshop in Livingstone to strengthen the school councils in Southern Province. All these efforts mentioned above we have done in the spirit of learning and sharing different experiences and best practices aimed at supporting the agenda of CRC in our everyday interaction with the children.

7. Discussions/reflections

The two teams thus batch 20 and 21 have played an important role in ensuring that CRC activities are pushed further especially in Lusaka. This does not suggest that other change agents from other batches have not been the significant others in this area. We have received a lot of support from other change agents and Copperbelt change agents have been helpful and supportive in ensuring that we also move the CRC agenda in schools and the country at large. We are also cognizant of the fact that the Permanent Secretary in the Ministry of Education rendered the needed support towards this project.

We also conducted a network meeting with change agents and head teachers from Lusaka, Copperbelt, Central and Northern Provinces and drew 33 participants. At this meeting we shared and learnt from each other on the successes and challenges in the area of CRC in the schools. Copperbelt change agents are undoubtedly pace setters in CRC and have strong, visible, felt and presence in the CRC activities. Our conclusion about this group is that there are indeed epitomes of CRC activities in the Ministry of Education. Furthermore, Batch 20 managed to strengthen school councils that were initiated by Save the Children Norway in Southern Province particularly in Livingstone District. We hasten to note that cooperation between and among change argents and head teachers association is the kind of strength that we need to promote CRC activates across the schools in Lusaka and the nation at large. We have also initiated the formation of the Lusaka District CRC committee to oversee the activities of CRC in schools and this was in collaboration with batch 21.

We have also embarked on the creation of a CRC website and also the production of child rights radio programmes that we are working on with Zambia's Human Rights Commission. We have also collaborated with Human Rights Commission in training of the link teachers from the selected schools in our project and have also included these schools in their programmes and plan of action. We plan to conduct exchange visits among the selected schools in our project to learn and share best practices in CRC.

7.1 Challenges

It has not been an easy task to implement CRC activities as indicated in our log-frame due to the following factors:

- Lack of financial resources to implement CRC activities.
- Lack of budget line to account for CRC activities.
- Negative attitude from some teachers and school administrators on CRC activities
- Time constraints in execution of the projected activities
- Taken for granted beliefs and values are still hampering the full realisation of CRC activities in schools
- Space of action for the children is still lacking in schools
- Paternalistic attitude among the adults in schools is prevalent
- Children are not given full benefits to realise and exercise their rights in schools

8. Way forward

- Need to upscale sensitization programmes aimed at promoting CRC activities in schools.
- Lobby for the creation of a unit or section in the Ministry of Education to deal with CRC issues.
- Lobby for financial support from the government, NGOs and Civil society organisations and also from bilateral and multilateral organisations.
- Continuous monitoring and evaluation of CRC activities in schools.
- Formation of CRC networks and partnerships between and among the stakeholders dealing in child rights issues.
- Updating of the CRC website from time to time in order for the people to access information related to CRC.
- Holding of annual conferences where people plan and review activities of CRC.
- Strengthening school councils in order to enhance participation among the learners.
- Conducting of exchange visits to promote best practices of CRC in schools .
- Continue producing and broadcasting child rights programmes through national and community radio stations.
- Production of CRC brochures/newsletters for the purposes of information sharing and raising of awareness.

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3. Summing up

In this chapter we, the Lund University mentors[1], are reflecting on some of the focus areas and conclusions drawn by the participants and the country teams in their final reports.

The word project is problematic since these 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 19 batches including more than 181 country teams, starting in 2003-2004. In this chapter, we are summarising, categorising, and comparing based on the text in the final reports.

Purpose/aim and target groups of the change projects

In the matrix below (table 1) we have summarized the *purposes/aims and target groups* of the 11 change projects in batch 20 to get an overview.

As could be seen from the table, some change projects are broader and cover more than one area or topic and many target groups. To motivate and improve participation are the most focused areas. The main target groups are teachers and students followed by principals. Increased participation is a common denominator for most projects in batch 20. What also could be seen in the projects of batch 20 is that some projects are based on already started change projects.

Provision, protection and participation mainly at local level

In this section the well-known Convention summary - the 3 Ps which stand for *Participation, Provision and Protection* – is used as a 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[2]. A screening of the projects with the CRC 3Ps perspective reveals that all projects in batch 20 use one, two or three Ps, more or less distinctive in the text. Most projects have a focus on participation, and some projects stress aspects of protection for example to empower students in Disaster

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

2 Verhellen, E. (2000) Convention of the Rights of the Child: background, motivation, strategies, main themes. Bruxelles: Garant.

Target groups	Teachers	Students	School council	Principals	Teacher Trainees/ Trainers	Parents	School Management Committee
Purpose/aim							
China; To work out a handbook on "English as a Foreign Language" (EFL) as a practical tool to raise trainers and teacher trainees awareness of rights-based Participatory Approach (PA) for EFL teaching and learning	■				■		
Colombia; To integrate the three principles of Child rights: protection, provision, and participation, as the main approach in student-teachers and in-service teachers' daily pedagogical practices	■	■		■	■	■	
Democratic Republic of Korea; To bring about a radical change in teachers attitude and viewpoint on children and provide Child Friendly Classrooms in primary schools	■	■		■			
Indonesia; To empower students in Disaster Risk Reduction (DDR) by providing knowledge, involving students and integrate DDR in curriculum	■	■		■		■	■
Malawi; To improve CRC-based School Leadership especially in decision making, inclusiveness, safety and protection of children	■	■	■	■		■	
Mozambique; To raise awareness of CRC by involving parents in issues of provision and participation in education	■	■		■			■
Namibia; To educate and sensitize teachers and learners of the importance and benefits of freedom of expression through active participation in schools and classrooms	■	■		■			
Sri Lanka; To build a Child-Friendly School Culture and improve child centered education in English Language Classrooms	■	■		■			
Uganda; To ensure extensive understanding and practice of CRC and to guide integration of these rights to enhance participation of learners and stakeholders	■	■		■	■	■	■
Viet Nam; To set up classroom rules on primary school to increase participation in school activities	■	■		■			
Zambia; To find out current practices on Child Rights education and to create and strengthen platforms for students to get involved in CRC activities	■	■		■			

Table 1. Purpose and target groups of the Change projects.

Risk Reduction, to improve School Leadership on Protection and Safety and to integrate the three P´s in daily pedagogical practice. Students, teachers and principals are the main target groups in all the projects and the participatory aspects focus improvement of teaching and learning in the classrooms, as well as more formal ways of participation, through different kinds of student councils or parents committees.

Levels of participants and the change projects

Three administrative levels of education in society are used as one of the recruiting principles for the three participants forming the country teams in this programme: the *local* school and community level; *the provincial/regional level;* and *the national/state level* in society. [3]

The figure below helps to understand the complex processes of implementation of CRC in the education sector at different societal-administrative levels and contexts in the different countries. When starting to implement some 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

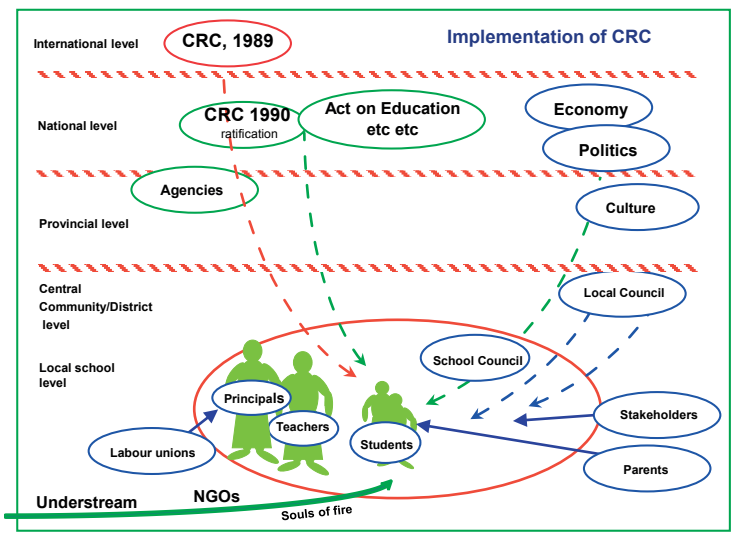


Figure 1. Implementation of CRC at three levels: National/State; Provincial/Regional, and Local School level (elaborated according to Wickenberg, 2004).

3 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.

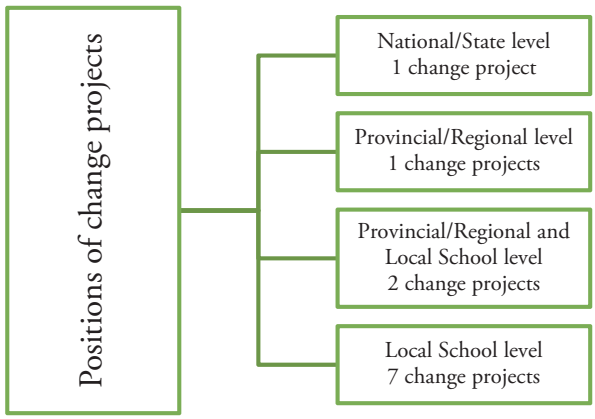


Figure 2: The 32 participants in batch 20 were recruited, as shown in this figure, from the three socio-administrative levels: National/State; Provincial/Regional, and Local School level.

and continue onwards. Change of 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.

Positions of the Participants in the three socio-administrative levels

The aim is to recruit teams with participants from all three socio-administrative levels, as shown above in figure 1. Ideally, there should be approximately 10 participants at each level. The graph shows the distribution of the participants in batch 20, and this time there is a quite even distribution. University staff can be categorized in the "middle-level", but they could also be considered working at a national level depending on the context in the country.

The change projects and the three socio-administrative levels

Most change projects in batch 20 are located at school level, but some change projects are on two levels, targeting schools and teacher training or universities. According to our experience from former batches, we have seen 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 20 depends on the location of the participants. 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.

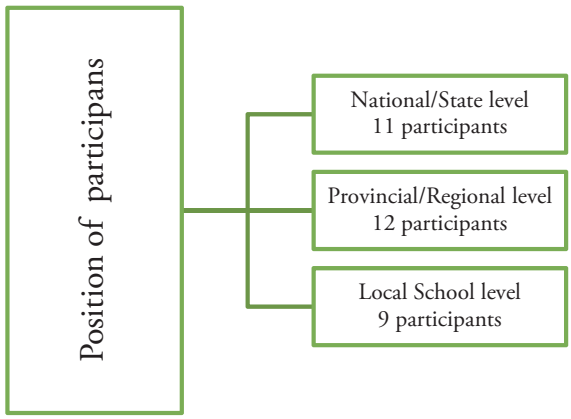


Figure 3: The 11 change projects was implemented at the three socio- administrative levels, and as the figure shows two of the projects are targeting both schools ***and*** teacher training /universities.: National/ State; Provincial/Regional, and Local School level.

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 for the change projects are organized in categories, presented and discussed below.

Continue with support to the project

If you start a project, you also create many 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 do. 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.

Changes in curriculum and policies

The implementation of CRC are in focus in all the change projects, some of them have had a huge impact on the curriculum and has been able to even change or add para-

graphs in the national curriculum according to CRC related goals. Some are lobbying for policy review or the creation of a CRC unit/sector within the Ministry of Education.

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; however, the materials will still be there. Access to material for use in the future is also important for the teachers. In batch 20 guidelines on Disaster Risk Reduction, handbooks on English as a Foreign Language (EFL) and additional videos and dvd´s have been produced as well as production of CRC brochures/newsletters for the purposes of information sharing and raising of awareness.

Expand, scale up, and introduce new target groups and new stakeholders

There are several examples of plans to scale up the change projects. 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 child related organisations, perhaps there is a greater will to change in these organisations. The team members of batch 20 cannot be solely responsible forever. Other committed persons must step in and take over, for example parents and the establishment of parental committee's and parent´s clubs. These delegations, as well as capacity building, is a very essential component of sustainability. Some projects needs to be translated into local languages, printed and distributed to primary, secondary schools and to some institutions of Teaching Training, to District and Provincial Directorate of Education as well as to the Ministry of Education.

Create resources

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, making use of a network, rethink outdoor teaching, use new learning strategies and hard work are essential ingredients.

Connect to the national network

In ten of eleven countries in batch 20 there are representatives who previously have participated in this programme, these former participants have created formal or informal network years ago. For the purpose of further sustainability and the possibility to scale up, the national networks are vital partners. Most of the teams have already started to

continue working in the national network and some national networks are looking for opportunities to form regional networks between countries. Some of the teams in batch 20 are using IT in their networking for example text messages, emails, Facebook, CRC websites and broadcasting Child Rights programmes through national and community radio stations. There is ideas of holding annual conferences where change agents plan and review activities of CRC as well as conducting exchange visits to promote best practices of CRC in schools.

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, evaluation as the way forward, but it is mentioned in the action plans, and time plans. Evaluation for use in development and to identify gaps and challenges, and not principally for control, is necessary for sustainability. Some projects in batch 20 have described the need to do observations in classrooms.

Concluding remarks

This is *the ninth book* published in the Child Rights, Classroom and School Management programme. When comparing analysis and comments between the different batches from batch 12 and forward to batch 20, we find similar patterns regarding recruitment of participants from different levels as well as orientation of the projects. Most projects in all batches are found on the local school level. It has become increasingly frequent that different projects link into each other and this is also a result of the recruitment to the programme, new participants have professional connections to former participants. The content and orientation of the projects have many similarities. Participation is the most frequent aspect of the CRC – and participation is used as means to include issues of protection and provision in their projects for change. Participation represents a new view upon the child and raise awareness of the need for better conditions for the children in schools. Participation is so far, in many cases, only introduced in the curricula but still not implemented in broader scale, and the understanding of what participation means in practice differs. Many teams are building on what previous teams have started which add values and increased possibilities for sustainability of the results. This progression could also make it easier to overcome different challenges. There are clearly several passionate and committed team members in batch 20 as in the other batches, who are *real change agents* and are ready to work and support their own change project for a long time to come and to support change projects from other teams. That alone fulfills the overall goal of the programme. Over the years we have seen how the national networks of change agents in all participating countries has strengthen their independency and are acting strongly in their societies. That is a great leap forward towards promising sustainability of implementing the Rights of the Child.

4. Contact Details

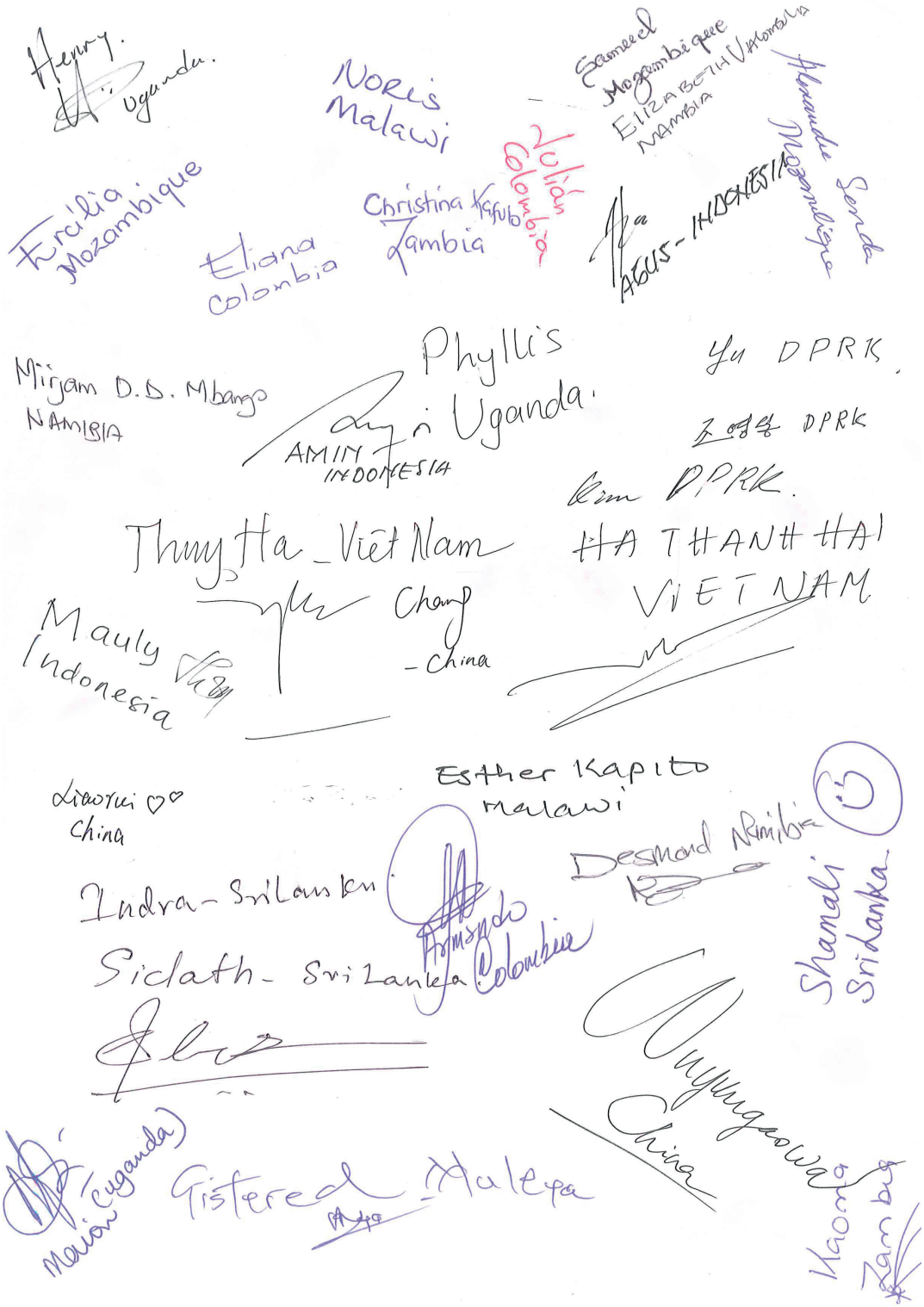
For more information about the ITP on Child Rights, Classroom and School Management, please check the website
www.education.lu.se/sida/child
or contact
Lund University Commissioned Education
Phone: +46-462220707
Postal address: Box 117, 221 00 Lund, Sweden

Child Rights Pledge

IN ORDER to promote and protect child rights, I, as a CRC CHANGE AGENT, PLEDGE

- to continue to work to change the face of the world by standing up for child rights in the homes, schools, communities and the world;
- to make CRC an indivisible member of all classes;
- to promote child rights approach in education;
- to promote active and full participation of parents and caregivers in the education of their children;
- to promote peace and protect children from being involved in armed conflict;
- to make classrooms child friendly;
- to promote and strengthen child friendly schools;
- to ensure child participation in all educational activities;
- to continue promoting CRC and 3Ps through participatory approaches and the media;
- to set up a good environment for students in the schools;
- to create a protective environment for every children where they participate in all matters relating to them and their needs are provided for.

CRC Change Agents
Batch 20
Kerela, India
26th November 2014



Henry. Uganda.

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Child Rights, Classroom and School Management, Batch 20, 2014a

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 20 with change agents from China, Colombia, DPR of Korea, Indonesia, Malawi, Mozambique, Namibia, Sri Lanka, Uganda, Viet Nam, and Zambia.

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