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Taking Child Rights Seriously

Reflections on five years of an International Training Programme

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Per Wickenberg, Agneta W Flinck, Ulf Leo, Bodil Rasmusson, Richard Stenelo, and Bereket Yebio (eds.)

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Preface and acknowledgement

Lund University has offered the Child Rights, Classroom and School Management programme since 2003. So far over 300 change agents have been trained in the programme, which is part of Sida's portfolio of Advanced International Training Programmes and is fully financed by Sida. This book contains the presentations and reflections on the Impact and Dissemination Seminar held in January 2009 in Bangkok, Thailand, with participants from the training programmes of the first five years.

The editors of this publication are Per Wickenberg, Sociology of Law, Agneta W Flinck, Education, Ulf Leo, Sociology of Law, Bodil Rasmusson, Social Work, Richard Stenelo, Lund University Commissioned Education, and Bereket Yebio, Teacher Education.

First, we would like to thank all the change agents who have participated in the training programme so far. We are all impressed by the hard work you have done as change agents and the results you have achieved. You are our "souls of fire" and you truly take Child Rights seriously!

We would also like to thank Ms Annelie Hartmann at Sida for her wonderful support throughout the 6 years of the programme, and Mr Hans Persson for initiating the programme.

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Special mention must be made of all the teachers and professors from Lund University, Malmö University and the schools in Lund, who have been involved in the programme every year, for being the perfect hosts to our change agents.

Lund, September 2009

Per Wickenberg, Agneta W Flinck, Ulf Leo, Bodil Rasmusson, Richard Stenelo, and Bereket Yebio

1. Introduction

Annelie Hartmann and Richard Stenelo

1.1 The Convention on the Rights of the Child

The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights – civil, cultural, economic, political and social rights. The United Nations General Assembly adopted the Convention in November 1989. It came into force on 2 September 1990, after being ratified by the required number of nations. As of December 2008, 193 countries ratified it, including every member of the United Nations except the United States and Somalia. The Convention consists of 54 articles and two Optional Protocols. It contains the basic human rights that children have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are 1) non-discrimination; 2) the best interests of the child; 3) the right to life, survival and development; and 4) respect for the views of the child. Every right contained in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care, education, and legal, civil and social services.

By agreeing to undertake the obligations of the Convention, national governments have committed themselves to protecting and ensuring children's rights, and agreed to hold themselves accountable for this commitment before the international community. States party of the Convention are obliged to develop and undertake all actions and policies to ensure the best interests of the child.

1.2 Swedish implementation of the Convention through development cooperation

Sweden has the legal obligation to implement the Convention not only within its jurisdiction but also outside its borders. Moreover Sweden is obliged to promote international cooperation aimed at the fulfilment of children's rights.

The Swedish Bill, "A Shared Responsibility: Sweden's Policy for Global Development"1 passed in May 2003, states that the guiding principles of the policy for global development are: "a rights perspective based on international human rights conventions; and the perspective of the poor".

Having a rights perspective to development means that the poor are not seen as recipients of charity, but as actors that can be empowered to contribute to development. Thus, the wide ratification of several universal instruments allows the policy to set acceptable international human rights standards for Sweden to follow.

Referring to children, the Bill states that the policy should be based on the CRC and that children should be regarded as capable and active persons holding civil, political, social, economic and cultural rights. Their participation in the planning and implementation of measures that concern them is necessary and in accordance with article 12 of the Convention. The Bill also acknowledges that the CRC binds all States to take appropriate measures for its implementation. In order to execute most of its obligations of international co-operation, Sweden makes use of the Swedish International Development Cooperation Agency (Sida).

Sida offers, as part of its bilateral development assistance, Advanced International Training Programmes (ITP) of strategic importance to the social and economic development of the participants' countries. Currently (2009), Sida is conducting some 80 training programmes

1.3 International Training Programmes for professionals as Human Rights Education

The CRC Committee has referred to several measures by meas of which the Convention may be implemented. The Committee emphasizes the use of dissemination, training and human rights education. Training must be rights-based and oriented at empowering children so they can identify and claim their own rights. In the same way, training should be based on human rights education and provide its participants with the 'knowledge and skills' necessary to protect and apply human rights in daily life, 'values, attitudes and behaviour' which advocate human rights and to encourage them to take 'action' to defend and promote human rights.

1 *Shared Responsibility: Sweden's Policy for Global Development*, Government Bill 2002/03:122

The World Programme on Human Rights Education defines human rights education as:

> "[E]ducation, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moldings of attitudes directed to:
>
> a) The strengthening of respect for human rights and fundamental freedoms;
> b) The full development of the human personality and the sense of its dignity;
> c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
> d) The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
> e) The building and maintenance of peace;
> f) The promotion of people-centred sustainable development and social justice".

Human rights education encompasses: 'knowledge and skills' which are necessary to protect and apply human rights in daily life; 'values, attitudes and behaviour' which advocate human rights; and taking 'action' to defend and promote human rights. Human rights education promotes a rights-based approach to education and must be understood as a process that includes the rights to, in and through education. Training oriented to the respect and dissemination of child rights constitutes human rights education and it is necessary for the effective implementation of the CRC.

The CRC Committee, in its General Comment 1 "The Aims of Education", states that article 29 (1) is a foundation stone for the programmes of human rights education called for by the World Conference on Human Rights and promoted by international agencies, and that human rights education should not be limited to teaching only the content of human rights treaties. Children should also learn from practical examples of human rights implementation in their homes, schools and communities. "[H]uman rights education should be a comprehensive, life-long process and start with the reflection of human rights values in the daily life and experiences of children". The Vienna Declaration on Human Rights also stresses the importance of both theoretical and practical dissemination of human rights achieved by human rights education programmes.

In the "Recommendation on systematic work for implementing human rights at the national level", the Commissioner for Human Rights (Council of Europe) states that human rights education is a way to achieve real and sustainable change and that it should form part of every human rights strategy or action plan. Human rights education encompasses all forms of education, ensuring that individuals understand their human rights and those of others, and promoting critical thinking and mutual respect. It offers a link between human rights standards and people's every-day life experiences, empowering them to recognize and claim their human rights in their daily lives. Teaching must necessarily focus not only on the content of education, but also on how education is being taught. Teaching methods must embrace human rights values and encourage participation and critical thinking while promoting "a learning environment free from discrimination and intolerance".

1.4 Child Rights, Classroom and School Management Programme

Following the provisions and principles contained in the CRC, Sida's development policy on Education and other internationally ratified instruments in the areas of child rights and education, Lund University Commissioned Education was given the task, after public tender, to create and administrate a programme on "Child Rights, Classroom and School Management".

The programme is oriented towards those who hold a position from where they can initiate processes of change in their home countries and who can participate in reform processes of strategic importance on different levels of action

The overall aim of the training programmes is to contribute to capacity development and processes of change in developing countries by offering key persons training. The International Training Programmes are specially designed for those qualified to participate in reform processes of strategic importance on different levels and hold a position their home organisation with the mandate to implement processes of change. From a long-term perspective the programmes is meant to contribute to institutional strengthening and capacity development in the participants' countries. Training is focused on support to individual or team plans for change.

The rights to, in and through education are the guiding principles in the Child Rights, Classroom and School Management programme, which is taught from a child rights based approach. This programme is also designed to provide opportunities to compare and share experiences with participants from other countries while taking into consideration the Convention on the Rights of the Child, Education for All and other internationally agreed instruments.

The overall objective of the programme, from a development perspective is:

> "to enhance the right to relevant education to all – an education that empowers the poor and excluded parts of the population to participate as active and informed citizen in all aspects of development"

The training programme stimulates the transformation of conventional top-down approaches into participatory rights-based, learner-friendly and gender-sensitive approaches to teaching and learning.

The goals of the training programme are:

- To develop skills, understanding and attitudes in favour of rights-based educational work at classroom and school level, taking into consideration the experience of the participants, a comparative perspective and the Convention of the Rights of the Child, Education for All (EFA) and other internationally agreed declarations.
- To stimulate and contribute to the development of methodologies in the area of child rights in classroom and school management at country level.

- To familiarise participants with Swedish and other international practices at school and classroom levels in relation to democratic principles and human rights.

The Child Rights, Classroom and School Management training programme has been used by Sweden to implement the Convention through Human Rights Education in developing countries. The programmes participatory methodology and its goal of implementing a universal culture of human rights in the schools system are both key elements of human rights education.

The child rights programme centres around the knowledge, skills, values, attitudes and behaviours required for the participants to understand, respect, claim and defend child rights. Further, the training programme also promotes the examination of child rights principles and instruments as well as critical reflection and inquiry. Finally, this training programme encourages its participants to take action and become agents of change in their domestic contexts. All of these are components set out in the World Programme for Human Rights Education.

1.4.1 Change process

The Child Rights, Classroom and School Management programme was one of the first International training programmes funded by Sida that had 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. So far the training programme has initiated close to 100 change processes in the 25 participating countries. In order to ensure an effective implementation of the Convention of the Rights of the Child through the training programme, tools to measure or assess the impact of the training programme were needed. As one tool to do this, Sida decided in December 2007 to support a follow-up of the first 5 years of the training programme, an Impact and dissemination seminar for the change agents that participated in the first seven batches of the Child Rights, Classroom and School Management programme. The result of this Impact and dissemination seminar will be used in the future to develop further tools to monitor the actual implementation of the CRC in the participating countries.

1.5 Impact and dissemination seminar

The Impact and dissemination seminar took place in Bangkok, Thailand, in January 2009. The purposes of the Impact and dissemination seminar were:

- To monitor the impact of the Child Rights, Classroom and School Management programme

- To create and stimulate team, country, regional and global networking
- To follow up, disseminate and implement good practices
- To support ownership and sustainability of project and change processes
- To introduce a broader perspective, new research, new policies on CRC

1.5.1 Impact and Challenge papers

As of September 2008 a total of 209 change agents have participated in the training programme, of which 194 fulfilled all the tasks required to get a final certificate and are still working within the educational sector. They represented 25 different countries. During 2008 an additional 60 change agents were trained but were not represented at the conference since they had not yet completed the programme. The same number will be trained in 2009.

All change agents that had fulfilled all parts of the training programme were invited to participate in the Impact and Dissemination Seminar. Of the total of 194 change agents from 25 countries that were invited, 160 change agents wrote an impact or challenge report in their teams and were finally selected to participate.

The impact paper addressed the following issues:

- The impact that the training programme has had on a personal and professional level.
- The impact that the training programme has had on organisational level.
- The impact that the training programme has had on country level.
- The impact and spin-off effects of the change process.

Batches 1-5 wrote an Impact paper whereas batches 6-7, having just completed their training, could not write on impact but wrote a Challenge paper instead.

The challenge paper addressed the following issues:

- A brief summary of the project that the team was doing.
- The challenges that the teams envisaged in implementing their project. These were to be described at different levels:
    - personal and professional level
    - organisational level
    - social, cultural or religious nature that they could think of affecting the implementation of their plans.

The change agents have written 63 impact and challenge papers all together. All these papers were compiled, edited, printed as pre-conference document and made available to all the participants of the seminar. This is available as a separate document (ISBN 978-91-97831-1-5).

In the following chapter the mentors of the programme will describe the basic content areas, main concepts, and perspectives of the Programme as it has been implemented.

On the basis of the Pre-conference reports and all inputs and discussions during the Bangkok seminar, the change agents from each country made an analysis and reflections on the significance of the programme in their respective countries. These are presented in Chapter 3.

Chapter 4 consists of an overall analysis and reflections by the mentors based on the objectives of the Training Programme, the experiences gained during the programme and the country presentations in chapter 3.

Finally in the Appendices, the Key-note presentations, summaries of team reports and a summary of the evaluation done at the end of the seminar in Bangkok are presented.

2. Content, main concepts and perspectives in the training programme – an integrative approach

Per Wickenberg, Agneta W Flinck, Ulf Leo, Bodil Rasmusson and Bereket Yebio

The overall objective and the three goals presented above (Chapter 1, p. 7) together created the framework that supported us when we planned, designed and decided on how the given content of the programme could best be presented to the participants. The overall objective could be divided into two parts, where the first part focuses on the importance of education for all, including an education that empowers the poor and excluded parts of the population in order to train them to be active and participative citizens. The second part of the overall objective focuses on understanding and introducing participatory rights-based learner-friendly and gender-sensitive approaches to teaching as well as learning. The focus of the first goal is on developing skills, understanding and attitudes in favour of rights-based educational work at classroom level, involving the various experiences of the participants. The second goal focuses on methodologies mainly at country level, and the third goal aims at exposing the participants to international practices at school and classroom level, including Swedish examples of democratic principles and Human Rights.

Figure 1. The overall objective and the three goals – the framework of the CRC training programme

Within this framework the content with its three main areas, Child Rights Convention (CRC), Classroom management and School management is represented by a triangle. However, what we realized at an early stage was that the three areas of the content had to be presented in an integrated way right from the beginning that is during the three weeks in Lund. The most integrated part of the programme is, of course, the change processes that the participants in their respective teams initiate in their countries during the periods in between Lund and the progress workshop and before the mentor's visit. Figure 2 shows how the content of the programme presented in an integrated way (the dotted line) is framed by the overall objectives and goals. Another way of experiencing the integration of the three areas is the planning of the school visits, in Sweden as well as in a "third Country" during the progress workshop. The school visits are planned together with the principals, who also participate in the follow up workshops. See more about the school visits below, p. 23.

The methodologies used during the training in Lund and during the follow up workshop are adapted to the content. What we have learnt so far during this programme is that the participants are very observant as to our approach, us as mentors and to the classroom situation as a whole. This will be explained further down together with a more detailed explanation of the three areas.

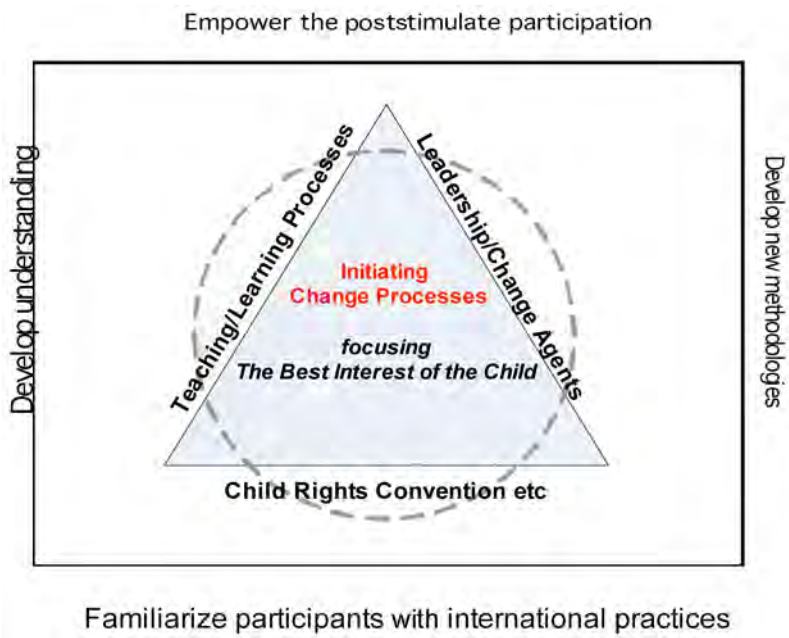

Figure 2. The content of the programme presented in an integrated way (the dotted line) framed by the overall objective and the three goals.

2.1 Child Rights Convention

Most participants come to the training programme with basic knowledge about the existence and content of CRC, but they have seldom had opportunities to deepen their own understanding of the principles of CRC and its view upon the child or children. This part of the programme offers, against this background, opportunities for the participants to test and discuss their own understanding and interpretation of CRC in relation to different cultural contexts and above all their own experiences. It also gives an overview of children's living conditions and implementation of CRC in Sweden and in many of the 26 participating countries.

Short lectures are mixed with workshops starting with some broad outlines and reflections on the traditions of UN and International Conventions, Human Rights origin, development, and present status, Education for All (EFA, 1990) and the main ideas and monitoring systems behind, in and under the UN Convention on the Rights of the Child (CRC, 1989). What does CRC really mean to us as educators and citizens? All these mentioned issues are closely connected to the Aims and Objectives of this ITP. The participative dialogue between teachers-facilitators-mentors and the participating change agents is also there from the very first day of the training programme – and even before their arrival in Sweden.

The *three P:s – provision* (access to food, health care, education, social security) , *protection* (from maltreatment, neglect, all forms of exploitation) and *participation* (having the right to act, be involved in decision making) – are the starting point for work on the meaning and content of CRC as a whole. This is an often found categorisation of the content of CRC , especially used by Eugene Verhellen (2000).[2] Besides, we always highlight the portal article on "the best interest of the child". The international discourse also contains other forms of elaboration on CRC in simple ways: 5 P:s and 4 pillars of CRC and so on. Over the six years we have stuck to the 3 P:s as a situation-relevant and simple way of making this UN Convention as clear and pedagogical as possible for all our participants. We have also had great use of the excellent and outstanding *Implementation Handbook for the Convention on the Rights of the Child*, Prepared for Unicef by Rachel Hodgkin and Peter Newell. Unicef 2002 (Fully revised edition, June 2002). In this respect we would also like to mention our use *of A Human Rights-Based Approach to Education For All*, Unicef & Unesco, 2007.

In dialogue with the participants, we start with a basic lecture on international conventions and the main ideas about and in CRC. Changing norms (legal and social) can be seen as *a key feature of capacity building* and the empowerment of excluded groups, as they are an important steering mechanism towards values and behaviors in the society. Empowering children may be done in a number of ways; however, this training focuses

2 Verhellen, E. (2000) *Convention of the Rights of the Child: background, motivation, strategies, main themes*. Garant Uitgevers N.V. Verhellen is one of the grand scholars in this area of interpretation of Child Rights Convention.

on empowering children *to, in* and *through* education.[3] The participants, (located on national/state, regional and local level) are trained to implement CRC in their home countries, hence *promoting the legal empowerment of children*.

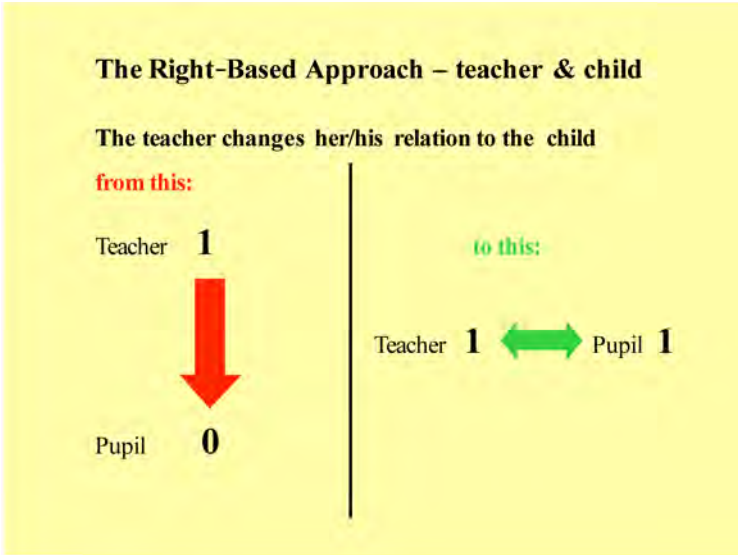

Figure 3. The Right-Based Approach – the Teacher and the Child

A workshop on the three P:s takes its point of departure in the following question: What do you think about the relationships among these three concepts? The starting workshops are thus quickly opened up for a communicative and creative climate in the "classroom".

Another workshop aims at discussions on the question of definitions of the Child. The participants are asked to give definitions of the Child without using the concept of age. Another workshop is on "Imagine you are 8 years of age: what is most important in life?" These discussions are an entry point for further discussions on different views upon children, e.g. vulnerable, weak or competent. It opens for reflections on how CRC could be interpreted and implemented in different cultures, the values included in CRC and how they are understood by different actors e.g. teachers, parents and decision makers. Finally the concepts "the best interest of the child" and "children's

3 The right to education, along with the rights in and through education, provides an excellent parameter for the evaluation of child rights and their implementation (Verhellen, 2000:109). The right to education refers mostly to accessibility to the education system e.g. compulsory education free of charge for all, etc. (Art. 26 UDHR, Art. 28 CRC, Arts. 13 & 14 ICESCR, General Comments (GCs) 11 & 13 ICESCR Committee, Art 1 of World Declaration on Education for All, etc.). The rights in education include: "ensuring the respect of the human rights of all actors, and the practice of rights in the education system" (17 (b) World Programme for Human Rights Education (WPHR), see also Art. 29 CRC & GC 1 CRC Committee). The rights through education include: "ensuring that all the components and processes of learning, including curricula, materials, methods and training are conducive to the learning of human rights" (17 (a) WPHRE, see also Art. 29 CRC & GC 1 CRC Committee).

participation" are explored from different perspectives. In this part of the training programme we also use some but very useful textbooks (Verhellen, 2000, Convention on the Rights of the Child: background, motivation, strategies and main themes) and handbooks (e.g. Implementation Handbook for the Convention on the Rights of the Child, UNICEF, 2002). These materials are combined with special articles in social science journals, power points by lecturers and some topical UN booklets on CRC and children. The first week on Convention on the Rights of the Child ends with the first school visit after some short preparatory discussions on the brought CRC-glasses (see below).

2.2 Teaching/Learning Processes

From the experiences shared by the participating change agents, we can conclude that the ratification of the Convention by member states has, in most cases, meant that states have incorporated the text and the spirit of the CRC in their constitutions, policy guidelines and curricula. Since the beginning of the 1990s, a new set of terminology such as Learners, learner-centered, participatory, democratic education; has developed and is shared by all, at least at the policy level. However, implementation is difficult due to different kinds of constraints*:* Cultural, value-based, political and material constraints make it difficult to implement what states have agreed on in principle and "domesticated" in their policy documents.

Defining the concept of "Classroom management": Both the terms "classroom" and "management" can be conceptually limiting if they are not understood in relation to the context of teaching/ learning.

Class: Different categories of learners brought together for a purpose. In this content area we elaborate on the "class" as a "social system", creating socio-cultural identity and legitimacy.

Room: Physical space, where teaching and learning take place. There is a risk that the traditional concept of the "classroom" limits our conceptual frame, as we tend to believe that learning takes place *only* within a room with four walls. On the contrary, all available indoor and outdoor space should be used for learning.

Management: The concept of management also needs to be understood within the context of teaching/learning. It involves activities such as organising, creating structures/ rules, facilitating, guiding, enabling, monitoring and assessing. Teaching/learning is a complex socio-educational process as illustrated in the figure 4 below:

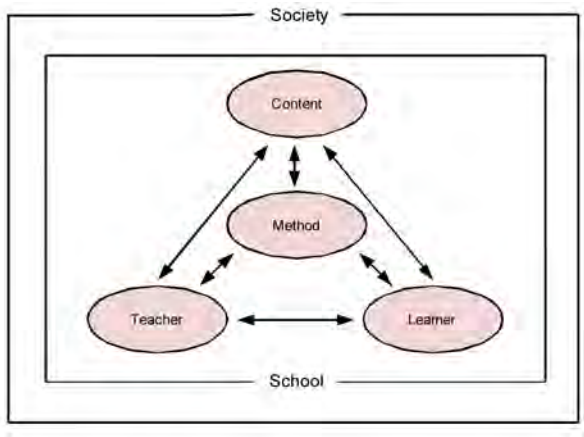

Figure 4. The Teaching/learning is a complex socio-educational process

The societal contexts are described in the presentations of the different school systems, including the Swedish one that we describe at the beginning of the course. The approach to studying this content area has been an introductory lecture followed by general discussion, combined with work in small groups to share experiences and reach a deeper understanding. We conclude this part of the training programme with a workshop, where participants work in six groups to compare the educational systems in the countries represented, on the basis of indicators that they first generate. Based on the over-all objectives of the Training Programme, the following are some of the principal issues that this content area focuses on:

Child-rights-based approach

A child-rights-based approach has the potential of contributing to the broader efforts of improving educational quality and efficiency. Schools and classrooms that are protective, inclusive, child-centred, democratic and encourage active participation have the potential to solve problems such as non-attendance, dropout and low completion rates, which are common in developing countries. Child-centred content and teaching/learning processes appropriate to the child's developmental level, abilities, and learning style promote effective learning. A child-rights-based approach may also enhance teacher capacity, morale, commitment and, possibly, professional status. Negative attitudes may be altered through the practice of conflict resolution, democracy, tolerance and respect in the classroom – rather than punishment.

Quality education – every child's right

Evaluations of learning achievement in a growing number of countries show that school systems do not always ensure quality-learning outcomes for children. Curricula for school systems are often not sufficiently linked to quality learning outcomes which are

achievable by students, or relevant to students' lives. What is lacking is an understanding of the teaching-learning process, which is highly constructive and dynamic, does not follow rigid steps and sequences, and, most importantly, centres on the learner. *It is the learner who must do the learning, to make sense of experiences in the different contexts of their lives, of which school is but one.* Many of the factors to be considered in making classrooms a positive and supportive learning environment are elaborated in great detail.

Theoretical perspective

The emphasis is on practice rather that theory. However, developing "practice-theory" is important. The teacher needs to develop professional awareness, to answer the questions: What am I doing? How am I doing my job? Why am I doing it this way? What is the impact of my intervention? In dealing with the subject, we focus on practical pedagogy. But it is important to have some theoretical models as tools for reflecting on our practical experiences. In this respect, we refer to the theories of Lev S. Vygotskij (1896-1934). His developmental theories and especially his theories on the situational, contextual aspects of learning have great relevance to the kind of teaching/learning process that we would like to promote. Vygotskij emphasises the importance of social interaction in learning. The learners learn together within their socio-cultural context. These developmental theories also pay attention not only to what the learner has already learnt but also to the importance of leading the learner towards the next developmental stage. We also refer to case studies, with documented results on participatory learning (Osler, Audrey, 2000).

2.3 Leadership and change agents

The third leg of the triangle (see p. 16) represents the area of *leadership*, a concept not found in the title of the programme, which is CRC, Classroom and School Management. However, to strengthen and focus on the latter part of the overall objective of the programme, where the importance of stimulating "the transformation of conventional top-down approaches into participatory right-based, learner-friendly and gender-sensitive approaches to teaching and learning", the concept of leadership is introduced to replace the concept of management. In most literature and research on management and leadership, the concept of management represents a more structured, administrative, and profit-focussed approach while the concept of leadership represents a more flexible, innovative, and participatory perspective (Yukl, 2006). Other researchers like Rost (1991), to take an example from another period, define the meaning of the concept management in terms of being an authoritative relationship that exists between a manager and subordinates for the purpose of producing and selling goods and/or services. Leadership on the other hand is defined by Rost as being a multidirec-

tional-influence relationship between a leader and a follower with the mutual purpose of accomplishing real change. Considering this the use of the concept of leadership seems to be more appropiate.

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

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

The main idea behind how the third leg of the triangle is planned and realised is to create an *understanding* of the concept of leadership and its implementation in the specific context that this programme creates. To create this understanding, the theoretical base is outcomes of research carried out mainly within behavioural sciences. Research from other areas such as economics and social sciences is not used as it has other perspectives and aims at more macro levels of the society. In today's working life it is not enough to just know some specific dos and donts about leadership. When there is a full understanding, the actual leadership behaviour will be adjusted and adapted to specific situations, specific contexts, specific team members, and specific personalities. Based on the framework of the programme, mainly the time limit, one main aspect of leadership is selected for the days in Sweden, and that aspect is the *Space of Action*. As it is of vital importance for a leader of today to be pro-active, to be in the front, the leader has to know his/her Space of Action, which is why Space of Action is focused on as the main issue of the this part. Specifically, as the team members of this programme from now on have to add new responsibilities on top of the responsibilities already there in their full-time positions. What is discussed in terms of Space of Action is first how to identify it and then how to expand it. The ways of expanding the Space of Action are discussed where the importance of fully understanding the concept and use of power, group dynamics and delegation and empowerment is high-lighted. However, first we discuss how to expand the Space of Action by using the factors identified to limit once

they were identified. Identifying the Space of Action is really useful for realising the objective degree of freedom.

The base of the triangle, the Rights of the Child, is the base of the leadership part of the programme as well. Implementation of the Rights of the child in the educational context is the leadership part throughout the framework. The second leg is also used as a contextual background as we early on decided on an integrated approach (see Figure 2 p. 16). Other important contexts for the leadership part are the public sectors of the respective ten countries. (Almost all the participants represent the public sector; very few come from the private sector.) All the team members contribute examples, challenges and issues from their own workplaces, examples that all participants could learn from. As lecturers our experiences from the public sector in the participating countries also give important inputs to discussions and sometimes provide useful cases for group work.

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

The book Leadership in Organisations by G. Yukl (2006) is used as course literature for this part. This book is used within some of the HR programmes at Lund University and highly valued by students. Besides being up-dated with research results this book is also presented in a very pedagogic way, which is appreciated by the participants. Certain chapters or parts of chapters are selected as background for the different aspects covered. All the chapters cannot be covered, but the participants are instructed in how to use this book on an individual basis or in groups at their workplaces. A number of research articles, most of them very new, from various data bases are also used.

2.4 School visits

The school visits bring Child Rights, Classroom and School Management together when theory meets practice. It is through the school visits the different parts of the programme are linked together and the change agents that are shown how the Child Rights Convention becomes applied in teaching/ learning processes in the classrooms, how the CRC is interpreted into different forms of leadership from student-led activities, how

teachers lead the actual learning processes and how the principals lead the school activities. The change agents make school visits – using their CRC-glasses – twice during the three weeks in phase one in Sweden. Over the years we have visited Flygelskolan, Fäladsgården, Genarps skola, Klostergårdsskolan, Spyken, Tunaskolan, Vikingaskolan and Östratornskolan.

On the *first visit* the hosting principals, teachers and students show different activities at classroom and school level. Ordinary visits to lessons are combined with formal activities such as school and class councils and more informal meetings with students, teachers, student welfare teams and parents. The students rights *in* and *through* education are highlighted with a special emphasis on participation. The teachers and principals describe different areas that need constant development like how to transform the goals of the curriculum and syllabus into teaching and learning activities. Other examples of areas that are covered are the development of school rules, plans for equal treatment, anti – bullying, assessment and marking of students and more. The task for the change agents on this school visit is to put on their CRC-glasses and see how CRC is implemented in the Swedish school system. The *second school visit* is focused on leadership. It is about students leading other students, teachers leading learning processes and principals leading as administrators and as pedagogical leaders. The *third, and sometimes fourth, school* visits are to an ongoing project in one of the countries during phase two. Change agents from prior batches show their processes of change in schools in the country where we have our follow-up seminars. The Swedish principals play an important role as hosts and guides in the Swedish school practices and two principals at a time also take part in the seminars and workshops. The purpose is to contribute as colleagues from a Swedish context and to bring international experience back to their schools, to give and gain.

Lund August 29, 2009

3. Participants descriptions and reflections on their work for change

In the Preconference report, all teams from the seven first batches of the programme presented their change projects as to content, impact on personal and professional level, impact on organizational level and impact on country level. This presentation, mainly on a descriptive level, was very useful during the conference. The various teams could discuss content wise, country wise, as to impact, and as to methodologies used. In some countries participants from the different teams had met, but from other countries the participants had never met and in some cases did not even know each other and, of course, no one knew about the change projects.

During the conference we wanted to make use of the Preconference report also in another way. We wanted to continue the discussion about the projects, but this time from a country perspective and in a more analytic way to see the way forward. The importance of building up networks on a national level was focused in order to strengthen the sustainability of the change projects. The last days of the conference there was time for the participants to work in country groups to discuss and present their analysis of all the team projects from a national level. They discussed where they are now according to their projects and where they want to go and how they can use each others as change agents and also experiences from all the team members. During these country wise discussions there was in most cases a good feeling of motivation and dedication to make the change projects sustainable. There was also a feeling of a common decision to make a new start. The result of the country wise discussions of the way forward will be presented below.

China Post Conference Report

Sun Baijun, Li Guangping, Wang Yueming and Li Yinghui

The child rights, classroom and school management impact seminar in Bangkok pushed us to a higher level of consciousness in terms of realizing and implementing the CRC within schools at the regional level. Time is flying. When we look back, many new things happened since our study in Lund, and much progress has been obtained. However, we still have a long way to go for further implementation of the CRC.

1. General Background in China

1.1. China, as a developing country in the world, signed the Convention on the Rights of the Child in 1990, and ratified it in 1992. The Chinese Government has been focusing on the children's rights, such as the right to education, the right to participation, by prioritising the best interest of the child according to the CRC. Plenty of practical work has been done, and great achievements have been gained.

Firstly, the media plays an important role. The Government newspapers, broadcasts, journals, movies, and networks promote the work regarding principles privileging children.

Secondly, the legislations enhance the protection of child rights. Laws that can be given as examples are the ones on the prohibition of child labor, the norms and regulations for parents, the educational principles for disabled people, the special regulations regarding adolescence, etc.

Thirdly, the National Women Union carried out 'Three Priors Project', disseminating Healthy Birth, Healthy Rearing, and Healthy Education. This project improved child survival and environmental health, by stimulating the child's body and sound mind.

Fourthly, China established the 9-year free compulsory education system in 2008. The Government's support constituted a macroscopic decision, but the implementation still needs contribution from the society and NGOs. More importantly, it should be permeated into the educational environment, in which children live and grow up. And it should also be integrated into the educational targets at different school levels. The CRC should be the 'spiritual beauty' at school. It should be the soul and connotation of schools. Therefore, questions like "how to apply it in education?" or "how to protect child rights in education?" become an integral part of implementing the CRC.

In recent years, China has been conducting a New Curriculum Reform. This is a basic education reform, which aims to change the teaching content and methodology from teacher-centered class to pupil-centered classes. The students' participation study, individuality, creativity should be explored. On the one hand, the reform provides open spaces and opportunities for implementing the CRC; on the other hand, the CRC will assist the success of the New Curriculum Reform. Both parties supplement and com-

plement. But these changes do not mean that China has completely fulfilled the CRC requirements through this New Curriculum Reform. In China, there are still some factors that challenge the implementation of the CRC in schools.

1.2. Background Analysis

a. The cultural difference still exists.

The Chinese culture is a collectivist culture, rather than an individualistic one. The group concept is the key factor. Therefore, the traditional child concept can be expressed as "family or country". The society regards the child as a future employee; the family considers the child as "private property". In the adults' eyes, the child is an attachment both to the family and country: he/she is not himself, he/she is not an individual, he/she is part of the family and the country. The enjoyment of child rights must be under the protection of teachers and parents.

This child concept has a deep root and an impact on the education of children. Children are seldom regarded as being active, voluntary right subjects. Adults always consciously or unconsciously impose their ideas on children. In fact, the speech of the child representative is the voice of an adult and the decorative participation is directed by adults as well. Aspirants (no voice) exist commonly both in classes and at home. All these examples are justified by one good excuse: the child's benefit.

b. Examination-oriented shadow

The quality education has been understood, and it is being gradually approved in China. But the examination-oriented shadow is still deeper and further. The examination-oriented education sought for a high enrollment ratio, scores became the key points to evaluate teachers or students. Both teachers and parents had no ability to change this phenomenon, they had to get adapted to it. Thus, the barycenter of the school and family education do not score the improvement and the intelligence cultivation. Many other qualities, such as the body and mind, the personality, the individuality are ignored even if we advocate the quality education today.

There is no doubt that competition is fierce, because of the large population in China, but these phenomena are harmful to child rights. More dangerously, teachers and parents do not think that the examination-oriented education is dangerous, they imitate it without feeling tired. And thus, there is a great pressure on the shoulders of headmasters and teachers, in such a way that the child does not have a good development, or in other words, the child has an abnormal development.

1.3. Economic Development Unbalanced

The lack of balance in economy is quite obvious in China. Southern and eastern regions develop quickly compared to northern and western parts. This unbalanced development in economy has surely an important impact on education. Especially in some remote and rural areas for instance, the annual income per capita per year is 500 RMB, in Kun Lun County, Inner Mongolia, a poverty-stricken county. The qualified teachers

prefer city schools, where teachers' certificates and knowledge capacity are high, and the knowledge capacity of county level teachers cannot match the level of city teachers. Besides, some teachers are not sure about the teaching content and teaching methods. Some are not confident about their teaching ability. Under such circumstances, county-level teachers have no time to care about pupils' needs and rights. According to a report from the Teachers Development Research Institution (an agency in China), teachers first pay attention to their own survival, then to the teaching content, and finally to pupils' needs and rights.

The school running system also restricts the implementation of the CRC. The teacher and pupil ratio is unbalanced, the class scale influences the alternatives with regard to the teaching methodology; the work overload of teachers has an effect on teachers' attention regarding pupils' needs and rights.

Under the mentioned conditions, it is not hard to understand why the fulfillment of the CRC is challenging in China.

2. Strategies and Activities with regard to the Implementation

So far, China has sent 3 teams to the training program on 'Child Rights, Classroom and School management' organised by Sida (Swedish International Development Agency) and tech-supported by Lund University. China started its participation from the very first batch. The members of the three teams are selected from local, provincial and national levels. This practical member selection actually gives birth to successful strategies regarding the implementation.

The New Curriculum Reform and the implementation of the CRC largely rely on the comprehension of teachers, headmasters and parents, with regard to the teachers' quality, also with regard to the change and renewal of teachers, headmasters, the change of parents' educational ideology. These elements can smoothly ease the CRC implementation.

2.1. A Full Understanding of the CRC

1) Location: First batch in San Daowa and Ping An primary school, Ku Lun County. San Daowa is a child-friendly school, Ping An is also a CFS.

2) Action: Employing the advanced international ideology. Batch 1 tried to make teachers fully understand the goal of education, and their responsibility towards children. This was done by making changes in classrooms and in the school management, by establishing a child-centered learning environment, and by finding the needs of all children. The first batch has set up a three-phased project:

– a preparatory period, which included two seminars in Lund and Tanzania
– a developing period which included head teachers training seminars
– a concrete developing period, which included San Daowa and Ping An as project schools. The right-based approach to education was introduced systematically in this three-phased project.

2.2. School-Based Teachers Development regarding the CRC

1) Location: Second batch in San Daowa and Shui Quan primary school.

2) Action: the first batch project on CRC gave teachers the zest and interest in understanding the child rights. School teachers and head teachers were willing to implement the CRC both in classrooms and in the school management. The CRC articles solve the problem of understanding, but the connotation and spirit need to be disseminated more seriously. For example, teachers should focus on pupils' rights to expression; teachers should respect the children in that regard. But "Why should we respect children?", "What should be respected?"

In China, the academic field agrees that the "child respect" constitutes the core of the CRC. And it is also the premise to implement the CRC. It is very important for in-service teachers to know 'how?' and 'why?'. In order to make changes more deeply, the second batch also followed the systematic of a three-phase project: the preparatory phase included a baseline survey, such as questionnaires, school visits, teachers and headmasters interviews. The analysis and guidance phase included the explanation of CRC articles, seminars for teachers and head teachers. The edition of a reference book on CRC and the New Curriculum Reform are also important in that regard. A school-based teacher's development approach was employed in this project.

2.3. The Collaborative Teacher/Parent Development regarding the CRC

1) Location: Third batch in Hongqi primary school.

2) Action: in such a challenging situation, extending experiences and exploring new fields became the task of the third batch. Their four-phase project consisted in:

– the preparatory phase which included plans and structures on the 'collaborative teacher development on CRC for teachers, head teachers, parents'.

– the analysis phase which included the collection information aiming the evaluation of teachers' attitude and parents' awareness.

– the guidance phase which included two workshops for teachers and parents regarding the CRC implementation, and also several open classes for teachers and parents on how to encourage the participation and cooperation both in class and at home. The collaborative approach was used in this project.

3. Main Achievements

After having followed up the projects of the three teams, we have noticed many changes both regarding teachers and head teachers, and also both in the classrooms of pilot schools and at home.

3.1. The teacher/ student relationship has improved:

In traditional cultures, teachers are like parents, students are like parrots. Teachers' instruction is all correct, and students are considered as being disrespectful if they doubt about their teachers. Under such circumstances, pupils cannot build a friendly relationship with teachers. After disseminating the CRC, both teachers and students realized and implemented the right to participation, the right to expression, respect etc. The relationship between teachers and pupils is no longer like the relationship between the cat and the mouse, but they are rather like friends living with equality and harmony.

3.2. Pupils' Became More Outspoken and Attentive

At the city level, it is not so common to encounter foreigners. It is therefore needless to even mention rural areas. The pupils in Sandaowa, ShuiQuan, PingAn, Hongqi primary schools did not get the opportunity to communicate with foreign experts until 2004, the year when the first batch met our mentor Dr. Per Wickenberg. The shyness and timid feelings caused fear in pupils, and they had no chance to participate. But with the progress of projects in Ku Lun, pupils became more open. The CRC changed some pupils' personality.

3.3. Head teacher's Adoption of CRC methods

Sandaowa is a Child-friendly School. This education project covers six poverty stricken counties in three western provinces in rural areas of China. A Child-Friendly School (CFS) is a global concept created by UNICEF in order to establish schools that are favored by pupils through the use of the CRC as a key element of the project. Therefore, the headmaster in San Daowa warmly welcomed the project and the team members, but in Shui Quan, the headmaster fiercely rejected the second team project. He said there was no need to disseminate the CRC, and that teachers have their own experiences with regard to the instruction. After one year of school-based teacher development training, he gradually adopted the CRC. Things take time.

3.4. Parents Engagement in CRC:

Parents used to consider the child as a private property. But this phenomenon has really changed in Hongqi primary school. The collaboration between teachers and parents made parents realize the importance of child rights more profoundly. They knew that it was not correct and acceptable to listen to the child's phone conversations, to read the child's diary, to shift the child's bag. The concept of respect began to be established.

3.5. Interaction

The CRC is not isolated, it is in interaction with the New Curriculum Reform, with the pre-service teacher training, the in-service teacher training, but also with the creativity cultivation of university students. The Up-down teaching methodology was popular

and it was employed for many years even in college classrooms. Many teachers still use this old teaching method. Besides, most college students do not enjoy seminars, which hinder the creativity cultivation of college students. The employment of the CRC conception in college classes is another success.

4. Change agents' Plan for Next Step

Changing is not that easy, because it means difference, it means revolution, it means reform. But we need change even if 'not changing' sometimes means security. The whole world is becoming a global village. Changing needs corporation in a wider scope. We will integrate again into a new group for changing in order to form some new educational environment which focuses on the establishment of a child friendly learning environment.

4.1. Main Objectives

1) Emotional punishments by teachers
The corporal punishment is legally forbidden in China. This phenomenon becomes weak in city schools, and the same goes for rural schools. Pupils' consciousness to protest against corporal punishment has been enhanced after the head teachers, school teachers, and parents' training program. But the emotional punishment is still a problem. A teacher may control his violence, but sometimes the use of a harmful language, cold stares, scornful wry, harsh criticism in classrooms will cause harm to pupils' mind. This does not mean that correct and normal criticism is a mistake, but teachers should pay attention to their criticism methods.

2) Pupils lack of consciousness on CRC
Since their childhood, Chinese kids are taught to be obedient to adults. When growing up, they are taught to be obedient to teachers, and in this way, they are good students. It is very common that a teacher kicks a boy in the classroom, because it is considered as being good for his later growth. It is also very common that a teacher blames a pupil in a wrong way, because pupils know that the teacher is not always in a good mood. Chinese pupils have little consciousness with regard to their rights.

3) Teachers' quality. Teachers' quality is a key point in changing the emotional punishment method. The CRC conception must be rooted in the teachers' minds. We are willing to make workshops on a large extent at the regional level.

4) Students' training program. The three teams employ teachers training as the baseline. Students' training program should be scheduled soon. The CRC perspective should be disseminated to all students.

5) Society's donation. Funding is very important, but the society should also make appeal to the child privileging principles.

4.2. Networking

1). Mentors' Technique Support
They really broadened our way of thinking, and they changed our vision of the world by exposing us to cultures and customs different than those found in China. Moreover, we have moved with the sense of commitment, consideration, and friendship of Dr. Per Wickenberg and Dr. Håkan Hydén.

2) CFS, local educational bureau, Department of Education, MOE, UNICEF support. With the support of Du Xiuyang, head teacher in San Daowa primary school, which is a child friendly school, and also Guirong Zhang from the Tong Liao Educational Bureau, our team projects ended up smoothly. The guidance and supervision from MOE and UNICEF encouraged schools to continue. In winter 2005, Mrs. Nichols and Xiao Ping Guo visited two pilot schools, San Daowa and Shui Quan. They were quite satisfied with our work, and satisfied with San Daowa. Madam Guo and Ms Nichols suggested conducting the annual UNICEF investigation in San Daowa primary school. Unfortunately, this was canceled due to weather conditions and also the inaccessibility of the said school.

3) Leaders' involvement and leadership: Sun Baijung, on behalf of the Education Department of Inner Mongolia, has been the backup with regard to the CRC implementation in the educational system in Inner Mongolia. In addition, Mr. Sun is the key person of linking the international level to the national and local levels.

4.3. Tactics: As a big team, we use tactics, such as discussions, team work, emails, book postings etc, in order to make our networking effective. The book editing is a good example. Members of the second team collected the CRC material from different regions and from different aspects. Then one local member printed it, and sent it to San Daowa and Shui Quan pilot schools, to some resource persons out of this meeting, especially county members from southeast Asia.

5. Reflections on Sustainability

Child rights should be a generally recognized conception in Chinese education. What is the nature of child rights? What function should teachers have? How to understand children as right subjects? All these questions are not easy to solve for the Chinese who have a duty with regard to their culture.

5.1. We advocate the edition of a pamphlet on CRC Implementation.

Many CRC articles are obscure for Chinese people, they need explanation. The pamphlet will make the CRC dissemination and implementation easier. In the upcoming future, we hope it will be a part of the curriculum at the national level.

5.2. The Integration of Child friendly school (CFS) by UNICEF and Distance Education School (DES) by UNICEF

The teachers in CFS have a modern CRC conception, and teachers in DES have high technology instruments. They are not far away, the integration of two schools will make the CRC integrate with high tech and have deeper and further influence.

5.3. To continue to recommend new candidates to Lund Seminar in order to instill new strength and personnel guarantee with regard to the CRC implementation in China .

Acknowledgement

We would like to thank all the participants to the Seminar in Bangkok, especially the staff from Sida and Lund, our mentors Per and Håkan, and friends from all the different countries. Without your help, nothing would have been achieved. We sincerely hope for a long and sustainable connection among all countries, and we hope that this will bring us to a brighter and more successful future regarding the implementation of the CRC.

Colombia Post Conference Report

Alejandra Trujillo Rodríguez, Clara Inés Rubiano Zornosa, Camilo Andrés Guáqueta Rodríguez, María Inés Cuadros Cordero, Myriam Mercedes López Uribe, Angela Calle Ossa, Graciela María Gómez Velásquez and Hector Orlando Aragón

Introduction

Since 2006, Colombia has been participating in the International Training Programme called "Child Rights, Classroom and School Management" and keeps conducting implementation projects in different cities of the country. The first group (batch 4) was from the capital city, Bogota. The second group (batch 5) came from Bogota and Medellin. The third team (batch 6) came from Cali. These cities are among the largest ones in the country. The projects were conducted in educational institutions located in cities, but also in a rural area and in some marginalized zones. Some general aspects regarding the projects are as follows:

– The projects are structured according to the 'Provision, Protection and Participation rights' which are considered in the CRC.

– The projects are being carried out in different regions of the country. They address different socio-cultural backgrounds and different educational settings, such as private schools, public schools in Cali.

– The projects were developed for children belonging to different social status, which can be enumerated as the communities located in cities or rural areas, and those in outskirts of the city of Bogotá and other communes.

Educational setting	Social context	Characteristics of the context
Private school	High class	Families with high incomes.
Public school	Middle and low class	Worker class families with basic needs satisfied.
Rural community	Excluded class	Families living under the poverty line.
Public school in the outskirt of cities.	Marginalized class	Displaced families in the cycle of poverty living in despair.

The main objective of the three projects was to raise the awareness regarding the Convention on the Rights of the Child, the national policies on child rights, and also the legal frame of the educational system. The aim was to empower teachers, parents and social authorities in order to ensure that child rights are upheld in such a way that children enjoy a citizenship status too.

The following are some of the common specific objectives designed by the Colombian change agents:

– Implementation of actions promoting true participation of boys and girls at school level.

– Development of comprehensive institutional techniques ensuring that legislation is fully understood and applied at the school level by all teachers and other school members.
– Integration of the CRC into the subjects and daily activities of the schools in order to improve the teaching quality and learning process.
– Training of teachers, pre-service teachers, social service students in high schools, parents and volunteers regarding the implementation of awareness raising strategies on child rights.
– Engaging stakeholders, educational authorities and Public Control Institutions in the process of accomplishment of collaborative tasks regarding the implementation of CRC.

The strategies and activities were planned according to the needs, to the educational and social conditions of the context. They were designed by student teachers, teachers, and high school students under the guidance of "change agents".

The outcome of the three projects demonstrated that the objectives planned by each group were accomplished. There is some progress in the implementation of CRC. This progress has been observed in different educational contexts. The results for each educational community are positive, and they have generated positive understanding and practice of child rights. Also, the impact of the CRC implementation projects in the institutions has been shared with local authorities.

Plans for Sustainability

The Colombian team has agreed on the following issues:
– the necessity of commitment to work as a whole team in order to reach the same objectives concerning raising awareness on child rights protection, provision and participation.
– articulation of joint research and implementation projects carried out together with local authorities, such as the Secretaries of Education in different regions, the National Family Welfare Bureau, Institutions of Citizen Control and the Ministry of Education.
– commitment to replicate the same experiences in some other educational contexts, in which teachers, pre-service teachers (during their teaching practice) or high school pupils may identify a certain lack of awareness on the rights of children.
– development of seminars in order to share the outcomes of CRC implementation experiences in different educational contexts.
– promotion of continuous academic debate on the issue of children's rights from the CRC perspective in order to generate changes in the education sector. All those involved in the education sector, those working with children, youth, families and the community at large, have in their hands the means to contribute to the fight against social scourges, domestic violence, kidnapping, and so on.

Strategies for Disseminating the Gained Experiences

Those strategies can be listed as:
– the replication of experiences in other educational contexts.
– development of seminars and workshops at institutional, local and regional levels.
– promoting networks among ombudsman students.
– editing flyers, brochures, articles about CRC implementation.
– establishing networks among participants in the international programme in Sweden.
– recruiting other future change agents who would participate to the international programmes in order to ensure the continuity and enhancement of the implementation projects.

NETWORKING
This consists in:
– Establishing a network among the participants in Colombia.
– Creating an online blog in order to share the progress on the projects in Colombia and to receive some feedback regarding the actions, their process and outcome.

Opportunities, Possibilities, Challenges and Specific Needs

OPPORTUNITIES	POSSIBILITIES
The development of strategies in order to implement CRC in an interdisciplinary way.	Child rights approach becomes the foundation of the curriculum in educational programs and projects.
The strengthening of the CRC training strategy of in-service teachers in schools, pre- service teachers in educational programs in universities, high school students and parents.	The integration of theories and strategies on CRC experience in daily life.
The enhancement of children's participation through activities, such as student council activities, decision making tasks, social and cultural activities, leadership, etc.	Real participation becomes an important part of the culture.

NEEDS	CHALLENGES
The establishment of inter-institutional networks in order to improve the communication aiming the planning of actions related to the implementation of CRC.	Guaranteeing a certain awareness on CRC and preventing child rights violations.
The enhancement of humanistic approaches among in-service teachers.	Reducing rejection towards the CRC implementation in pedagogical innovations, material design.
The continuous development of creativity as a tool to reach the objectives in the teaching and learning process.	Producing pedagogical materials appropriated to the implementation of the CRC.

Egypt Post Conference Report

Wafaa Dawood

Introduction

Since 2005, An Egyptian team of child agents has been training at Lund University, in cooperation with SIDA program on child rights and classroom management. The Egyptian country team is composed of three women from Cairo, the capital. All are employees at the Ministry of Education. Ms Madiha Abd Elsamad, the Principal of Abass Elakad Experimental Language School, has passed away two years ago after completing Phase 1 in Sweden, and phase 2 in Honduras. The project of the Egyptian team which is called The Effective use of Students' council in the Egyptians schools, has been implemented in her school since 2006. Ms Samah Kamel, due to her close relationship to the Minister, has the possibility to influence national policies in favour of the CRC. She attended the two phases of the training, but she was not able to attend the conference due to her doctor's advice because of her 2-months pregnancy. Ms Wafaa Dawood, Senior Professional Development Specialist, is responsible for the in-service training of the educational staff, English language in particular, in all the governorships (in provinces) of the country. After completing the two phases, she trained eighteen trainers in different training sites and she followed her office on CRC within the Egyptian Team project context in 2006/2007. Then the trained trainers delivered another training to approximately 300 English teachers in the fourteen training sites all over Egypt. The trained teachers were asked to cascade the training to their colleagues at the training school unit. Ms Wafaa Dawood attended Bangkok conference 2009 on behalf of her team and country. She made a presentation on the challenges regarding the CRC implementation in the Middle East cultural context. She explained how these challenges have impacted the ability of developing countries to address questions related to the survival of children, his/her development and his/her protection. She reiterated that children are citizens with rights, and not merely passive recipients of adult care and protection. This conducts all of us to make all possible efforts to fulfill, respect and protect the rights of all children, irrespective of their sex, age, disability, HIV/AIDs status, class, caste, nationality, colour, religion, etc. It also means that children, as rights holders, are entitled to know what those rights are, and how to exercise them, in accordance with their evolving capacities. In other words, children are entitled to play an active part in the realization of their rights and choices in matters that affect their lives.

Plan for continuity and sustainability

Over the past years, since the adoption of the Convention on the Rights of the Child in Egypt, there has been a growing awareness and understanding of the importance of

listening to children and young people, and taking seriously their views into consideration. Thousands of initiatives have been introduced in all provinces of Egypt by many agencies, such as UNICEF, Save the Children, etc(appendix 1), to give expression to the CRC. The Egyptian team would make sure that these initiatives take many forms, such as children engaged in advocacy, social and economic analysis, campaigning, research, peer education, community development, political dialogue, programme and project design and development, and democratic participation in schools. This wealth of experience now provides an invaluable body of evidences which make us understand how to achieve effective participation, and the barriers and challenges that should be overcome. In addition to the importance of participation, it is also vital to listen to children and young people and take seriously their views into account because this enhances their development into active and responsible citizens. This leads to better outcomes, provides stronger protection, and builds an understanding and capacity for engagement in democratic processes.

For all these reasons, we are committed to work towards ensuring children and young peoples' rights to participate and to be involved in the decision-making that impacts on their live. This can be achieved through **the following four strategies on the National Level:**

1. Creating opportunities, with regard to participation, through conferences with local and national governments, in the context of different agency programs; working with the Ministry of Education as CIDA, Plan International etc, by creating spaces for children and young people in order to identify their own agendas, by involving children and young people at all stages in programming, and ensuring that both girls and boys have equal opportunities for participation.
2. Strengthening young people's capacity with regard to effective participation – through training on rights, capacity building on participation, and the establishment of their own organisations.
3. Promoting an environment conducive to child rights by encouraging stakeholders and strengthening their capacity and skills to consult children and young people, by promoting transparency to enable children and young people to understand and access the processes in a better way, by addressing gender discrimination, by working with community organizations and parent groups to promote the understanding and awareness of the rights of children and young people regarding their participation to decisions that affect them, with the assistance of different agencies in Egypt working in the field of child rights.
4. Development of standards and measurement indicators for the CRC in the educational system.

Strategies on the Regional Level

Ms Wafaa Dawood believes that SIDA should have a regional office in Egypt. The main mission of this office would be to help the Middle East and Africa region in the

implementation of their future plans "since Egypt is the key point for both regions with its unique place on the world map and its historical influence on those regions". In addition to that, there is a very considerable body of experience coming from the "child agents", and there is a pressing need to share the learning outcome of these experiences. This should be done to the benefit of children in our countries and us, "child agents", in order to enhance our capacity to provide effective opportunities promoting children and young people's rights. It is important to go beyond the rhetoric of participation and learn to translate the principle into practice. This could be achieved through the following strategies:

- The regional training workshops on child rights should be planned to respond to that need. It might be a unique event, maybe the first of its kind in the region, bringing together adults, children and young people from governments, " Educational officers", and civil society in order to share and disseminate the activities, experiences and the learning that exist today on child rights.
- Promotion of participation to a wider range of training programmes, participation to all stages of the programme process – from the stage of situation analysis, to the planning, implementation, monitoring and evaluation.
- Support for the establishment of national councils for children and young people.
- Exchange of experiences among nations within the Middle East region, among engaged students from the regional level with regard to related activities of students' parliament, and summer camp educators' associations.
- Encouragement and support for further work on children in cases of emergency and in difficult circumstances.
- Development of a regional website for the establishment of the CRC concepts and the formation of improved networks within the region, including an e-mail list and e-bulletin.

However, it was also clear that this is just the beginning. Many challenges need to be addressed.

A fundamental change will take place throughout the countries in the region when children will begin to realize the meaning of their rights in all aspects of their lives. This plan and these strategies already provided an important stepping stone in taking those steps forward. However, it now needs to be consolidated by following up with the establishment of a network at the national and regional level, the strengthening of partnerships with different agencies working on CR in Egypt, the inclusion of children in plans and budgets, and the gathering of better data. This could be achieved with the assistance of a SIDA regional office in Cairo, Egypt, aiming the following up of the process for the training and conference work… etc.

Ethiopia Post Conference Report

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Introduction

The Federal Democratic Republic of Ethiopia is located in the horn of Africa. The population number, according to the 2007 census result, is around 74 millions with more than 80 nations, identified by their own languages and cultural identities. It is a nation which has a multicultural society with Christianity and Islam as being their main religions (62.8% of Christians and 33.9% of Moslems). The form of the Government corresponds to a federal system with nine self administrative regions and two municipal cities (including Addis Ababa which is the capital city of the nation) accountable for the federal Government.

The Government of Ethiopia ratified the CRC in 1991 and incorporated it into the national Constitution. Child rights are reflected also in different policies regarding education and health. The Convention was translated into the working language of the country, and it was distributed to regions and sector bureaus.

As to the 'Child Rights, Classroom and School Management' international training program, the country was represented in all programs except for the third and fifth batches. The team was selected from different sectors, mainly education, human rights commission and other fields both from the public and governmental organizations. Currently, three of the team members work at the Federal level in different positions at the Ministry of Education, Human Rights Commission and Addis Ababa City Administration. The others are from regional states, mainly Amhara and Southern Regional Governments at administrative levels, and one from an NGO.

The project focuses on a school setting. The Primary Teacher's Training Institutions work on the development of child rights within the framework of the education policy of the nation. These include six model schools and four colleges from Amhara region, 11 model schools and four colleges from the Southern region, and one model school from Addis Ababa aimed at bringing about a significant effect on children's' rights. All the team members attempted their best vigorously, and they also planned to scale up their projects throughout the nations' educational system by incorporating more appropriate stakeholders and strengthening the network.

Reflections of the Significance of the Program in our country

The child rights program had various effects at different levels. The training and the experience sharing program organised by Lund University helped change agents to gain

knowledge and develop skills, in accordance with a broad CRC perspective, regarding the implementation of child rights in our own context.

The program significantly contributed to the transfer of knowledge and the development of skills of stakeholders in target schools with regard to the CRC. It also helped to institutionalise child rights activities (clubs) that promote the participation of children to the protection of their rights. This program also constituted the beginning of a collaborative program between the Ethiopian Human Rights Commission and Regional Education Bureaus regarding the protection of child rights in schools.

Plans for Sustainability

To ensure the sustainability of the program, the following activities will be accomplished:

- Organising trainings for concerned officials at different levels.
- Strengthening the Child Rights and Girls Advisory Clubs in target schools through training and support.
- Mainstreaming child rights in curricular materials in primary schools and colleges destinated at the education of teachers.
- Identifying and lobbying potential funding sources, including SIDA and others.
- Design of a fund raising project in order to support the program at national, regional and local levels.
- Development and dissemination of implementation guidelines.

Strategies for the Dissemination of Gained Experiences

The Ethiopian team has an advantage since the education policy includes the right to education. Also, the team is committed to create an atmosphere conducive to learning. Besides, the team designed the following strategies for the dissemination of experiences gained so far:

- Preparing a document that holds the practices and experiences of the Ethiopian team.
- Publishing leaflets containing main experiences on child rights activities.
- Presenting different practices and experiences during regional and national conferences.
- Providing to the stakeholders the developed materials.
- Training Child Rights Protection Clubs, student unions, child parliament members and other concerned educational officers.

- Introducing the practices to organisations involved in child rights.
- Involving the media into the process of dissemination of the Child Rights programme.

Networking

The training on child rights is expected to have an effect on the life of children. In order to achieve this expectation, establishing a strong network will have a great role. Accordingly, change agents will be able to work in collaboration and share their experiences. In order to accomplish networking successfully, the following activities will be emphasized:

- Requesting the Ministry of Education to assign a focal person who works in the field of child rights.
- Establishing a network among change agents, schools, like-minded organisations within the country, and change agents of neighbouring countries.
- Lund University is expected to facilitate the linkage between the new change agents and the country team.
- Conducting a joint review meeting in order to evaluate the program and share experiences.
- Documenting lessons that have been learnt during this process.

Opportunities, Possibilities, Challenges and Specific Needs

Opportunities

The opportunities to strengthen child rights in Ethiopia are as follows:

1. Legal conditions in the country: the Constitution of the Federal Democratic Republic of Ethiopia bans all forms of painful punishments that would harm the physical and psychological conditions of children. All forms of punishments, including corporal punishments, are illegal in all schools. This has been strengthened by the educational policy of the country and school guidelines.
2. The country ratified international conventions and charters issued on child and women's' rights. The family has been enacted and it became operational.
3. The child rights protection clubs are established in almost all schools in the country, and they help children to question their own rights, but also others rights.
4. The School Improvement Program (SIP) has been launched throughout the country. It gives attention to the education of children in schools. School directors and teachers are evaluated on the basis of the effectiveness of this program.

5. There are also opportunities for change agents to get trained in Lund in order to facilitate the implementation of programs on child rights in the country. However, the number is not adequate and several regions do not even have one. This is a loop hole that should be addressed considering the national coverage and sustainability issues.

Possibilities

There are conducive conditions in favour of the improvement of child rights in Ethiopia. The possibilities include:

- the mainstreaming of child rights in educational annual programs.
- the incorporation of child rights in the curriculum.
- the creation of a network among change agents in the country, but also among regional neighbouring countries. This is essential in terms of collaborating, documenting the learnt lessons and sharing experiences.

Challenges

There are many challenges precluding the implementation of child rights in our country. The challenges can be listed as follows:

- Lack of awareness of the society regarding child rights. As a result of that, there might be some negative attitudes towards the implementation of child rights.
- Low commitment of stakeholders (teachers, school directors, parents) into the realisation of child rights.
- Shortage of change agents in charge of promoting the awareness on child rights and its implementation in all parts of the country.
- Inability to avoid completely violations of child rights. A lot has to be done to put an end to the practice of physical and psychological punishments, early marriage, rape, abduction, female genital mutilation etc.

Specific needs

Implementing the child rights program in the country requires several conditions to be fulfilled.

- It needs to be recognized and also, the mainstreaming of child rights in educational programs at all levels is necessary.
- It requires the allocation of necessary resources, such as financial, material and human resources.
- Training of additional change agents for the country, particularly for the regions that do not have one yet.

India Post Conference Report

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Significance of the programme

The CRC implementation is of vital importance for the educational sector in India. Knowing that, the objective of the project has been to change schools with regard to the right to education. The program aimed to transform schools into child friendly ones by introducing innovative teaching and learning methods that avoid the practice of corporal punishment. The entire experience led us to a work on a comprehensive activity-based program design. The plan was to support children in order to enhance their learning within the mainstream schools. This led to a more constructive way of using the learning time spent within school hours. Also, the work relationship with teachers and the community at large has been developed. Especially in project sites of India, the parents and the community have a great concern for children's education, despite the fact that a section of the community is illiterate and economically deprived.

The primary objective of the project was to provide children with equity-based quality services. Since the change agents are coming from different levels of the work environment within the country, the plans have been reflected at different levels. This has made possible a better integration of the country project.

Plan for Sustainability

At the central level:

In order for NUEPA (New Delhi) to sustain its projects of 'Workshops for Capacity Building of Educational Administrators', it is proposed that the workshops, which are already annually organised, get concretised through the institution of a regular diploma program of the university. This can be done in collaboration with Lund University. Such an initiative would put together the different objectives of different groups:

- the capacity building objective of the CRC project,
- the Indian national objective of implementation of the forthcoming Right to Education Act, and
- the individual educational and career objectives of the educational administrators.

NUEPA already runs two regular diploma programs: a national program of a duration of six months in two contact phases (six months); and an international diploma pro-

gram with one contact phase. The proposed diploma program will take place on two years with four contact phases. The phased contact mode has been proposed on the basis of the principle introduced during the SIDA programs with regard to the deepening of the commitment through continued contacts. It is possible for NUEPA to consider the upgrading of the diploma to a degree program of NUEPA (not necessarily a joint degree with Lund University).

State perspectives: (Kerala)

In order to continue with the ongoing efforts, the following activities have been planned for the sustenance of the program at the school and district level:

- Attracting the attention of parents and community leaders on child rights.
- Strengthening the Child Rights Committee in schools.
- Strengthening the partnership with the local Government, NGOs and other departments.
- Training the teachers according to the CRC concept and developing an Action Plan for each school.
- Developing a training module and handbook on CRC for the teacher training program.
- Constituting a child right protection council, which would be linked to the child welfare committee and the Child Line.
- Promoting and disseminating the good practices in schools through the monthly meetings of teachers and head teachers.
- Conducting seminars on CRC in schools in other districts of Kerala.
- Giving due importance to child rights in primary curriculum materials and text books.
- Attributing financial support to schools in order to create child friendly environments.

Civil Society Partnership — garnering central and state relationship (Naandi experience)

- Working with the Government to influence policies and implement best practices/ feasible models in the other schools and communities across the country through public-private partnership.
- Indentifying and developing community linkage through the youth community. Building capacities for the youth in order to ensure the sustenance of the program at the village and community levels.

- Building capacities of mainstream school teachers on innovative participatory teaching and learning methodologies and school development plans.
- Working with the state education programs at the central and local levels for a larger outreach.
- Keeping on working with other Non-Profit Organisations and affordable private schools which are located in India and which cater to poor socio economic families.
- Plans are also made to work with NGOs and allied institutions of both governmental and non-governmental bodies that work in the area of education.

Strategies for the dissemination of experiences gained so far

The project of diploma at NUEPA would be instrumental with regard to the dissemination of experiences gained so far by all the country groups. The documentation of experiences and best practices within the country could also be done in order to develop the course material. A more detailed proposal is being submitted separately.

Similarly, the state has planned to use the already developed materials for the dissemination at the state level. This could also lead to a country wide intervention. These materials are:

- a tele-film on CRC aiming the dissemination.
- a handbook on best practices of the CRC.
- Platforms for sharing good practices of the CRC through teachers and head teachers.
- TV channels, newspapers and other publications to disseminate best practices.
- District level, state level and national level seminars.

Networking

Another method of dissemination could consist in developing national, regional and international networks. These networks could be used to share the practices, ideas, and resources. Consequently, they would serve to support the replication of good models. We could begin with a national network that could be developed through emailing. These networks would be:

- All India Alumni for Right to Education (AIARTE)
- India – Sri Lanka Alumni for RTE (ISARTE)
- Working on right-based issues with all the stakeholders, and defining a working civil society model that is feasible and scalable.

- Develop a national and regional core committee on child rights.

The names and acronyms would evolve as a result of the first networking exercise.

Opportunities, possibilities, challenges and specific needs

The project at the central level will start with what is needed the most. This consists in improving the capacity building of administrators who are in charge of delivering principles of child rights. The challenge would consist in developing a relevant course material pertinent to the evolving capacities of the trainees over the years. Another challenge would be to work with the resistance to change. In order to face these challenges, civil society organisations will work according to the convergence model that brings together governmental and private institutions. This would facilitate the delivery of child centred services, enable a smooth networking and ease the dissemination process.

The state level project will influence the curriculum revision, including child rights components in text books, and teacher training programs. This will help the finding of financial resources and other supports from the Local Self Government and the community. In order to sustain this effort, the existing PPTA will be strengthened. While working on this, the challenges that could be encountered can be enumerated as follows:

- retaining children of ethnic groups in schools.
- inadequate funding for developing child friendly classrooms.
- attitudinal change of religious leaders.
- inadequate awareness at all levels – teachers, officials, parents and children- on the issue of CRC.
- myths and cultural bottlenecks – gender issues.
- equity and access.

Indonesia Post Conference Report

Agus Abhi Purwoko, Imelda Saragih, Muhammad Takdir Noer, Sulistiyo, Sri Kurnianingsih, Syaifur Rochman, Tukiman Tarunasayoga and Unifah Rosyidi

A. Introduction

Several Indonesian teams joined the 'Child Rights, Classroom and School Management' program since its organisation by SIDA. Three Indonesian teams have been invited to Bangkok to discuss the impact of the project regarding the current situation and the future plan. The teams have conducted activities related to the implementation of the CRC at the local level. As Indonesia is a very large archipelago country, the context varies from island to island since the culture is different from one to another.

The team from Batch 3 focused its activity on the implementation of the CRC in education. The group from Batch 4 discussed the mainstreaming of the Child Rights Convention (CRC) regarding the creation of learning communities for children program in primary schools of the central java province, in Indonesia. The main concern of the last group of Batch 7 was about encouraging students to participate actively in schools and in the community more generally.

From the Impact and Dissemination Seminar held in Bangkok in 2009, three groups from Indonesia have met and discussed the broader impact of the project. We have agreed to have one visible project to which every member of the group can participate, and contribute in running that project. Having analysed the various backgrounds of all the group members, we decided to have a theme on 'School and Community as a Child Friendly Zone'.

B. The Current Situation

The Indonesian Government has conducted CRC related activities, such as seminars, workshops, and training for teachers, principals, and supervisors. Besides, some NGOs in Indonesia also participated to the success of the CRC implementation. The activities were held in urban and rural areas. To run the program, the activities have been funded by the Indonesian Government, as well as donors from overseas. It is expected that the CRC will be familiarised and strengthened in such a way that educational practitioners, as the key persons, will integrate the CRC in schools.

Student parents also became a priority regarding the integration of the CRC in Indonesia. The activities are conducted by the school committee because parents can communicate among each other and pass the information to the school as an institution. So far, we observed that parents have participated to the campaign of the CRC implementation in schools.

Apart from that, raising the awareness on CRC also occurs in education. The activities are targeted for students, teachers, principals, supervisors, bureaucrats, students of teacher training colleges, and stakeholders. For this purpose, several ways have been undertaken using media tools, such as videos, books, and other materials. Besides, the campaign is also encouraged by the Indonesian Teacher Association or *Persatuan Guru Republik Indonesia (PGRI)*.

The results can already be seen, since students are involved in the process of making decisions regarding school regulations. Students can express their ideas with the mediation of a student council which is used as a mean of communication between students and teachers, as well as among students themselves.

The CRC has also been imposed in the Early Child Development (ECD). The community, concerned with this program, conducts the program in order to raise the awareness on CRC. In the community's regular meetings (which are weekly, fortnightly, or monthly), the CRC is campaigned with the hope that Indonesian people become more aware of the child rights' importance for the development of their children.
T eachers and education stakeholders promote the CRC through the mainstreaming of the CRC principles in their activities. There are some educational programs that can be used to integrate CRC principles. For instance, the CRC can be introduced in the content of textbooks or materials so that students learn about the CRC.

Furthermore, mainstreaming could also be used to promote the child protection. This is crucial since the topic has become a nation-wide issue. The Indonesian Government regulated the child protection through an Act, whose violation will have consequences. As a result, this program has been included in the Indonesian Government Strategic Planning. Therefore, an active campaign regarding the child protection should be continuously conducted.

C. Follow-up Actions

Having seen the progress of the CRC implementation in Indonesia, the teams agree to give priority to the legal enforcement of the CRC in Indonesia. This aims to strengthen the act as a tool which people in Indonesia obey to. The education stakeholders in particular need to become proponents of this issue.

Three cycles are proposed to achieve the targets. These should be run simultaneously. The cycles cover activities at the national, regional (provincial and district level), and school levels. At the national level, the enforcement could be done in collaboration with the Indonesian Teachers' Association and the National Commission on Human Rights of Indonesia. Besides, the collaboration can be made with foreign donors such as UNICEF, SIDA, or CIDA.

At the regional level, activities can be undertaken with the support of the Association of Principals. Normally, they have regular meetings that can be used as a tool to campaign for the legal enforcement of child protection. Apart from that, the supervisors

are also the target for this activity. The two superior groups, e.g. the principals and the supervisors, can then disseminate the idea to their inferiors.

At the school level, teachers, the students' council, the school committee, and the education board will focus on the program. Teachers are the key persons in the implementation of educational activities. They need to know the Act of Child Protection so that they can practice it during their daily lives at school. Students, with the support of the students' council, have to know their rights in the Act of Child Protection. Therefore, they will know their rights, duties and responsibilities. The school committee plays an important role because they can monitor activities and the teaching-learning processes at school. They have to know the Act of Child Protection in order to evaluate them. The education board also needs the information regarding the Act of Child Protection, since this will make them aware of the child rights that should be respected by the school.

D. Strategies to Achieve the Targets

As explained above, the targets for the action plans of the Indonesian teams consist of three cycles, namely one at the national level, one at the regional level, and one at the school level. The strategies are also divided into the same categories as mentioned in the action plans. The explanation is given below.

At the national level, it is imperative to urge the Indonesian Government to seriously implement the Child Protection Law (Act No: 23, year 2002). A powerful organisation, like the Indonesian Teachers' Association, could initiate the discussion with the Government in order to ensure the implementation of the Act.

The integration of the Child Protection Law should also be imposed to the stakeholders managed by the Government. It is a fact that many stakeholders do not even have a clear knowledge regarding the Act, and they can quite often influence decisions made at the school level. If they understand the Act, it can be made possible for them to protect the child rights in school policies.

The media is also very influential in terms of giving information on the Child Protection Law. The information could take the form of talk shows on TV, or broadcasted on the radio; it can also take the form of articles in newspapers, magazines, and also the internet. These tools should be achievable for all people so that they know about the CRC.

In educational institutions, practitioners have to create teaching materials which build a child friendly atmosphere in schools. They need to think about involving students in the setting of teaching materials. The materials should be interesting and joyful for students in order to stimulate the teaching-learning process which should be run smoothly. The CRC principles can be integrated in all subjects of the curriculum. It is expected that this process will help students to comprehend and practice the materials that they are learning.

The implementation of activities mentioned above requires preparations. One important thing is training. First of all, a 'Training of Trainers' (ToT) should be conducted. It is essential to prepare the change agents who will disseminate the ideas on CRC. They will have opportunities to learn and to practice the CRC principles embedded in teaching materials for students at school. The trainees will then implement the program to meet the targets.

At the local Government level, several actions can also be conducted. The CRC should be integrated in the local bureaucracy for supervisors and other education stakeholders. These parties play important roles in the success of the CRC implementation. As the Indonesian Government changed the orientation from the centralised into the decentralised one, the decisions made by the local Government should reflect the willingness of the grass root. It is absolutely necessary for them to understand the CRC and implement it into the policy, which should pay more attention to the child rights.

Once the program is legalised, the Government should finance it. The local Government has to formulate the program in its decree. Consequently, the program can be planned in the annual budget that receives an allocation for conducting the program.

The program should also be monitored in order to be conducted properly. This is a tool to see indicators that are able to evaluate the efficiency of the program. Having finished this activity, the program can be evaluated in the summative way, as well as the formative way.

At the school level, activities can be conducted through the training of teachers, the students' council, and the school committee. Those are the key elements in the conduct of programs. They should be involved in the program in order to assess if schools apply the child friendly system or not.

The last group at the school level is composed of the stakeholders. They should be empowered in order for them to support the program. This group can monitor the implementation of the CRC in schools and even find out problems encountered during the teaching-learning processes.

E. Networking

Networking should be established in order to conduct the program explained in this paper. The networking can be done with national institutions as well as the overseas ones. Foreign institutions have already been networking with the Indonesian Government offices and also some Indonesian NGOs for several years. For instance, the foreign donors – such as CIDA, SIDA, UNICEF, UNESCO, World Bank, USAID, AUSAID, Save the Children –support the implementation of CRC related programs in Indonesia. This relationship should be strengthened to put an end to the dependence of the program on the financial support of the Indonesian Government, but also on the budget gained from overseas sponsors.

A link with the Indonesian Teachers' Association would be very beneficial for the success of the program implementation. The association could use its power structurally, starting from the national level to the school level, in order to implement the program constantly.

Besides, the Indonesian Teachers' Association could encourage research on CRC in the school context in Indonesia. For this purpose, they collaborate with universities or other research institutions. The results of different researches can be used as an input and as a basic consideration for the implementation of the CRC in Indonesia.

Seminars or workshops, both at the national and international level, can be undertaken in order to share experience, and also gain new knowledge regarding the CRC. In this forum, educational practitioners in Indonesia can learn from their fellows who are from other places, and who have been successful in running the program. We hope that this will give a new insight in terms of a better CRC implementation.

Nevertheless, the networking should also be conducted with the national and the local Government as well. This is because these institutions can direct the CRC implementation in a way that it gets in line with the overall strategic plans. By doing this, the program can complement other Government programs. Therefore, they synergise the construction of an integrated planning.

F. Challenges

There are some challenges, regarding the action plans that can be identified by the team. Those are explained as follows. First, it is not easy to change the mindset of bureaucrats in national and local governments. They need to be approached and lobbied in order to get convinced about the importance of the CRC for the development of children in Indonesia. They will become the future generation which will be in charge of directing the advancement of the country.

Second, it is hard to encourage the Government and the stakeholders to commit themselves with regard to the implementation of the program. It is true that very little attention has been given by the Government to the implementation of the CRC. There should be some pressure on the Government and the stakeholders to get them involved in child rights, especially child rights in the school environments.

Third, it is difficult to improve the professionalism of the teachers and the educational staff. There is a dilemmatic situation: on the one hand, teachers want to be professional, but on the other hand, they need to ensure their daily needs. As a result, professionalism regarding the accomplishment of their duties cannot always be prioritised. Teachers have to find additional incomes through moonlighting. However, the side jobs are not related to the teaching profession. Therefore, the teachers' income needs to be increased so that they can concentrate on their jobs.

G. Sustainability

The sustainability of the program requires an increased number of stakeholders, larger areas of action, and better networking. The stakeholders should include bodies from the central level but also the district or provincial levels. The involvement of influential organisations and institutions at the central level should be important. This can be explained by the fact that they structurally possess authority, power, and hierarchical linkage.

The project recommends three institutions at the central level, namely the Ministry of National Education (MoNE), the Ministry of Religious Affairs (MoRA), and religious organisations (Moslems– NU, Muhammadiyah; Catholics; Christians). These institutions can have access to sub-subsidiaries all over Indonesia. The religious organisations tend to conduct activities in educational sectors. For instance, they run schools in rural as well as urban areas.

At the moment, there is a gap between the development in the western part and the eastern part of Indonesia. The Government of Indonesia is aware of this situation since it has become a priority to reduce the gaps. The eastern parts seem to be left behind regarding the progress of science and technology. Efforts have been made and a budget has also been allocated for that purpose.

The differences between the western and eastern parts of Indonesia are also reflected in the educational sectors. Teachers in eastern parts of Indonesia need to improve their professionalism. In relation to the CRC, many teachers still have a low awareness regarding the implementation of the CRC in the classroom practice.

There are several areas on which the project can focus, namely Western Papua, Papua, Eastern Nusa Tenggara, and Maluku. Teachers, supervisors, and stakeholders in those areas should be nominated for a CRC training. The educators should collaborate in a project on CRC funded by the Indonesian Government as well as the overseas sponsors, such as SIDA. Due to the geographical situation, it is advantageous to have a group of people coming from the same areas, not the city. This will ease the coordination and communication among the group members. It will also be fair to have members of the group from different institutions. This will give an equal opportunity to educators from various cities regarding the participation to the training.

In order to strengthen the implementation of the program, it is necessary to establish a networking with institutions in Indonesia and also with those abroad. There is a common media for the communication that can reach members easily via internet. At the national level, some existing websites in education can be used as well. For example, the website of the Ministry of National Education, called *Jardiknas* (http://www.jardiknas.org), can spread the information related to the CRC on a national basis. Besides, other websites, such as the website of PGRI (http://www.pgri.worldpress.com), or CLCC (http://www.mbs/sd.org), can also be used for the same purposes.

At the international level, a blog, i.e. CRC *Garuda*, has been declared as a forum for communication among educators concerning with CRC. The members of the mailing list are initiated by change agents from Indonesia, Vietnam, China, and PDR Lao. It is

expected that the membership will extend into other countries from the same region. They can share their experience and the latest information about the CRC implementation in their respective countries.

H. Reflection

Change agents of the SIDA funded training program will have to strengthen the networking through communication and information sharing. The group members (from Batch 3 and the following ones) will support each other in order to improve the CRC implementation.

Seminars on the CRC can be conducted nationally as well as regionally. This can be used as an arena for the dissemination of the CRC principles. Participants of the seminars can then re-disseminate the ideas to other parties.

This activity will motivate change agents with regard to the conduct of the program in a better way. The change of the agents will be a tool to evaluate the programs that have already been implemented. In this way, solutions to the challenges can be sought.

Jordan Post Conference Report

Khalil Radwan, Mervat Batarseh, Taghreed Abu Hamdan, Mohammed K Abbas, Zuhrieh Abu Afifeh, Amal Ayyash, Salwa Abu Matar and Muna Abbas

Introduction

Since 2004, three teams from Jordan participated to the SIDA training programme. The members of the three teams implemented projects regarding the CRC in different institutions.

The team members were representing the Government (Ministry of Education and University of Jordan), an NGO (The Jordanian Hashemite Fund for Human Development), and the UNRWA (United Nations Relief and Work Agency for Palestinian Refugees). The team members worked at different levels which were including teachers, head teachers, trainers, supervisors, head of educational development centre, university lecturers, chief of educational programme, and head of the Monitoring and Evaluation Unit.

The variety regarding the team members' background constituted an advantage since they implemented their projects in different working environments, within different contexts and regarding diverse groups. Such a variety helped the team to understand more broadly the ways of approaching and implementing the CRC. On the educational level, the teams work and projects consisted in:

- integrating the CRC concepts into the learning outcomes of the national curriculum, and into the content of some curricular subjects with the aim to enhance the teaching strategies to activate the students' participation;
- assisting teachers in developing different techniques aiming the activation of students' participation inside and outside classroom activities;
- raising the awareness of teachers, head teachers, supervisors, parents and students;
- capacity building with regard to CRC for all stakeholders involved in the interaction with education.
- The technical instructions, rules and regulations were revised in favour of the CRC.
- The Code of Conduct was developed and enforced in some schools.

On the community level, CRC committees involving mothers and children were institutionalized and activated in order to introduce the CRC concepts to parents and to the community as well. Those concepts were presented as being new initiatives undertaken in order to guarantee child rights in a development context such as disabilities or child labour.

The cultural, social and material context of Jordan

Before going into the details of our plans for sustainability, it seems necessary to highlight some aspects that have shaped the framework of our plan. On the cultural level, the Jordanian society in general accepts the values implemented in the context of the CRC. Actually, the cultural heritage rhymes in so many ways with these values. For example, parents feel responsible towards their children's education, protection and health care. On the social level, the Jordanian society can be described as a young one. About 50% of the Jordanian population is under the age of 20. Statistics show a high rate of students' school enrolment in primary education for both boys and girls. This requires us to accomplish a serious duty towards children in order to make them enjoy their rights to education.

Also, it is worth mentioning that the political leadership in Jordan is highly committed to human rights and the child rights in particular. In fact, they are launching lots of initiatives to enhance the quality of education in the country.

Another aspect that should be considered in the context of our plan is the curriculum. The Ministry of Education is in a continuous process of revising, evaluating and improving the school curricula. Moreover, great efforts are paid to improve the school environment through the provision of proper infrastructures such as computers, equipments and qualified staff.

Plan for continuity and sustainability

Considering the cultural, social and material context, the Jordanian teams have agreed on the following plan:

1. Curriculum

Integration of the human rights approach into the school curriculum. This can be done at two different levels:

First: School level
This can be achieved through the training of teachers in order to integrate the articles of the child rights convention into the curriculum through activities and enrichment materials.

Second: Ministry level
At this level, the Ministry is in continuous revision of the curricula and text books in order to improve the educational system. Knowing that, more focus will be given to the inclusion of both the CRC concepts and the implementation requirements into this revision process which consists in developing text books and teaching materials. The results of this revision might take time since the development of books and the time piloting constitute a slow process.

2. Research

It seems essential to document the implementation process and to continuously evaluate the achievements in order to identify the existing gaps, needs, improvements and areas for intervention. The research will take into consideration all stakeholders involved in the process of implementation and development of the projects.

3. Exchanging Experiences

This stage consists in exchanging experiences among different organizations that participated to the CRC training and that implemented CRC projects in Jordan.

The Ministry of Education can introduce its experience and knowledge in forming and activating PTAs, SCs, Madrassati project (Madrassiti is an initiative of Her Majesty Queen Rania which encourages the community and the private sector to support school infrastructures and to improve the learning environment), COMBI project (Communication Behavior impact which aims the decrease of violence in the school environment), students' parliament, school nutrition program, and twins exchange program with international schools (cultural exchange).

UNRWA can introduce its knowledge and good practices in applying human rights concepts. UNRWA started to implement relevant teaching strategies, and introduced human rights, including the CRC, since 2002 at the school level. UNRWA trained teachers, head teachers and supervisors. It also engaged students in many related activities, such as students' parliaments, parents or teachers associations, summer camps, etc. In addition to that, it introduced enrichment materials regarding human rights and CRC in specific subjects, such as Arabic language, religion, social studies and English language. Moreover, the human rights program is developed as a separate program with a structure that has an expert who supervises the implementation of human rights activities in schools. Also, a website for the human rights program was developed in order to constitute a resource and communication site in that field.

The NGOs can introduce their experience with regard to the activation of community participation and the involvement of parents in applying CRC practices at a family level.

Finally, the University can provide different inputs with regard to capacity building and research.

Strategies

Forming a CRC Association

Such an initiative is justified with the necessity to introduce CRC approaches to the educational world, and to activate this association on the local and regional level. This association will be committed to raise awareness regarding the CRC in education and other possible fields. The advantage of such establishment is to guarantee the networking of change agents in Jordan, both on the regional and international level. The official

formation would provide the members an umbrella to develop holistic projects and introduce them to Jordan and other places in the region, so that influence and impact can be measured and evaluated. The association will undertake the following responsibilities:

1. Introducing Initiatives

The teams have a variety of experiences, practices, and they originate from different professional backgrounds and places. They will come up with different initiatives based on the actual needs. This will help them sustaining efforts regarding the application of CRC in Jordan. Such initiatives require a need for networking with different actors and beneficiaries such as the media, some related and interested organizations (such as UNICIF, UNESCO, Save the Children, National Council for Family Affairs, Government and non government organizations, etc). Support from existing players and implementers, such as the Ministry of Education or UNRWA, is essential with regard to the CRC application.

2. Networking for CRC principles on local, national, regional and international levels

At this stage, CRC teams in Jordan need to identify the key people interested in children's rights and the well-being of children in general. They will play a role in raising awareness campaigns and training other potential candidates to join the CRC teams. On the long term, the trained candidates will become change agents and pressure groups to support child's rights initiatives. On the national level, many organizations can be contacted for partnership, participation or involvement. Those organisations can be listed as: NCFA, JOHUD, Iradah, Injaz, Ministries (specifically the Ministry of Education), Human Rights Centre, Universities, etc. Moreover, international organizations based in Jordan will be contacted such as: UNICEF, UNESCO, UNFIM, UNRWA, Save the Children, SOS, Right to Play, etc.

On the regional level, many countries, such as Syria and Lebanon, can be interested in exchanging experiences with the Association. West Bank (specifically UNRWA's field of work) can also be involved. Egypt is a good candidate as well for networking and partnership due to the fact that it has a team that participated to the SIDA training program on CRC.

3. Carrying out the plans for sustainability

The Association will be responsible for carrying out the plans for sustainability with regard to the integration of CRC in education and other relevant fields. For this purpose, the following elements will be taken into consideration:

a. Research
b. Raising Awareness
c. Capacity Building

Challenges

1. Culture
2. Rules and regulations
3. Time frame
4. Funding
5. Socio-economic conditions
6. Political situations
7. Communication

Kenya Post Conference Report

Victoria A Okiro, Lydiah M Muchira, Phyllis M Wandeto, Carolyne Awino Onyango, Joyce Atieno Odera, John Oduor Onyang, James Kisabei, Jane Mukanzi and Wilbroda M. Musebe

Understanding the Task

In this paper, we have tried to explain the significance of the CRC program, with regard to the change agents, on the basis of the pre-conference reports submitted earlier, the input and reactions we received from other participants, and some additional discussions held during the Bangkok seminar.

All change agents were trained in Sweden. Afterwards, they initiated a project relevant to the situation in their respective organizations. This was followed by a second phase which consisted in a training program in different countries. After that, the change agents continued to implement the projects.

The following summary represents an analysis with regard to the reflections of activities, and challenges encountered by change agents during the implementation of the program.

Cultural, Social and Material Context

Change agents have been able to influence the mainstreaming of gender in the context of a rights-based education. In most of our work stations, we have witnessed the inclusion of boys in specific issues affecting girls, e.g. sexual maturation (menstruation, reproductive health), health education through the Young Men as Equal Partners (YMEP), most vulnerable children (MVC), Orphan and Vulnerable Children (OVC) programs organized by the Government of Kenya. Engrained traditional practices, like female genital mutilation, have been discarded and alternative rites of passage have been suggested. The child marriage incidents have been reduced, and teenage-mothers have been re-admitted to school in order to complete their education. Activities like peer counselling have empowered children in the sense that they are more likely to express themselves and their self-esteem has been enhanced. The participation of parents and children to the educational system has also been improved. The relationship between learners and their teachers, as well as the relationship between learners and their parents has progressed. This is pretty evident from the greeting cards they sent to their teachers and parents, e.g. Kapkoiga Girls.

The change agents made several contributions to the national committee investigating students' unrest, and they proposed alternative measures to the corporal punishment practice.

Materially, Munasio primary school in Western Kenya was selected by the Government as a pilot station for the MVC project due to its advantageous position regarding the CRC implementation. St. Lazarus primary school in Rarieda district made some prototype pads (re-usable pads) in order to assist needy girls. This was facilitated also by the YMEP. The same school was selected for the MVC along with MM Shah primary school Kisumu Municipality. The feeding program aiming the enhancement of enrolment and retention was also initiated at MM Shah. Two participating schools benefited from facelift and material support for five years under the GOK infrastructural improvement scheme.

In addition, incidents of corporal punishment have been reduced, and open discussions on issues contributing to learners were initiated in order to put an end to deviant behaviours.

Networking and Collaboration

Change agents have worked as resource persons in various CRC forums, and they influenced several schools in the country with regard to the establishment of CRC clubs. As a part of the networking and collaboration, the change agents have managed to work with the following persons:
MAIKA-CBO in Bondo.
KAACR
KESI-MOE
CANOPEN
ANPPCAN
KHRC
APHIA 2
USAID
As a wider part of networking, change agents have also facilitated the publication of resource materials on CRC such as:
Comic books
Kengele za haki
Tuzinduke
Teachers human rights resource book 2004
They also contributed to the mainstreaming of CRC in the training of teachers at KESI and they prepared a pilot manual for the training.

Sustainability

Change agents formed some functional CRC clubs in schools, and they laid down strategies to increase the awareness of a wider community through outreach programs. Those change agents are basically training stakeholders, colleagues and the community

more generally. They try to catch the CRC dream at their work stations. Their objective is to extend the training to the district, regional and national levels. The members have discussed and agreed on the strengthening of the partnership among local, international and other key partners. Change agents will lobby both on the local and international basis for the mobilization of resources. Plans are underway for the development of resource materials and also guidelines for children, teachers, parents and stakeholders. Monitoring and evaluation are also part of a continuous process as measures of quality assurance and standards.

Strategies for Dissemination

Some of the strategies used in the dissemination of the CRC are:
– The use of multi-media, activities such as creative arts, recital poems, posters, essay writing, debates, songs and dances.
– The commemoration of annual children events such as DAC (Day of the African Child) celebrated on June 16th, the mothers' day, UCW (universal children's week) on November 20th and the international refugee day.
– Mass action, procession and walks.

Opportunities and Possibilities

– The already existing establishment, and also the initiatives indicated below will be used by change agents for the enhancement of the CRC at all levels in the country.
– Formation of child rights clubs in schools.
– Establishment of consortiums of NGOs.
– Sensitization of PTAs, school management committees, parent's education officials, and other opinion leaders, e.g. chiefs, DO and DEOs.
– Publication and documentation of IEC materials on children conferences, UCW, DAC, children's magazine, essays, poems, creative arts, short stories and posters expressing children views on the past and present scenario.
– Sensitization of the public on available hotlines (to report all form of child abuse), on the existing juvenile justice, and the Children Act.
– Incorporation of a training manual for in-servicing teachers with regard to the education fraternity. The aim is also to reach out more teachers through their general meetings.
– Forming and strengthening district child labour committees.

NGOs embrace the child protection policy and help the sensitization and creation of awareness with regard to such policy. They also assist orphans, vulnerable children, street children and physically challenged children in getting their educational rights with the support of sponsors and bursaries from various organizations.

Challenges and Specific Needs

One of the priorities of the change agents is to ensure that constraints which hinder the effective implementation of the CRC will be handled in conjunction with stakeholders. So far the following constraints have been identified:
– Deeply rooted cultural practices, e.g. early marriages, FGM, circumcision (boys recover under hard conditions for long periods due to cold weather).
– Lack of adequate support from the ministry and top officials.
– Lack of funding for resource materials and other financial needs from the government.
– Resistance from key stakeholders.
– Distance to schools that hinders accessibility (problem of security of children).
– Geographical logistics of change agents.
– Religious beliefs that deny children access to medical care.

Way Forward

The immediate focus of change agents will be to:
– incorporate into their daily activities what has been learned in the whole process of training, development of projects, implementation and impact dissemination seminars.
– organize frequent regional consultative meetings to get recap and reports on different activities, evaluate the progress made by each change agent and agree on an action plan (meetings are scheduled quarterly in mid-April and mid-august).
– prepare flyers on CRC in order to disseminate the CRC message across the country.

Lao PDR Post conference report

Khamvanh Razakhanty and Somsanith Keoviliyavong

What did we do before the conference held in 2009 in Bangkok?

Background

The Government of Laos is committed to respect the Convention on the Rights of the Child. The Government was already committed to protect human rights for many years, and to implement human rights. The Government still needs a continuous support and effective strategies in order to achieve the goals, especially the right to education. The policy of the Ministry of Education gives opportunities to children in terms of child rights education. That is based on the principles of 'Education for All', by taking gender into consideration in education. Children have opportunities, especially if they belong to the group of ethnic people, also if they are girls living in rural and remote areas.

The 'Child rights classroom and school management' program had some impact, especially after the workshop conducted at Lund University in Sweden during 2006/2007. Since then, we have conducted some projects with regard to the implementation of child rights in the primary school and also at the teacher training college of Dongkhamsang.

Name of the project:

"The CRC and Child-Centred Learning Method in the Classroom, and Classroom Management"

How did we conduct the main activities of the project?

1. Organisation of a training workshop on the CRC for principals and stakeholders.
2. Organisation of a training workshop on the CRC for all teachers in schools.
3. Organisation of a training workshop on *Child-centred learning method* in the classroom for the principal and all teachers in the school.
4. We followed up the project after the training workshops.
5. Monitoring and evaluation.
6. Preparation of reports for the phase II of the workshop in Vietnam (2007) and Tanzania.
7. Evaluation of the information situation regarding the teacher trainings at the college of Dongkhamsang.

8. Organisation of a training workshop on the CRC for the teacher training college of Dongkhamsang in 2008.
9. Preparation of posters of the project for the impact seminar in Bangkok 2009.

The Main Content

1. Policy of the Government of Laos with regard to the Convention on the Rights of the Child
2. 4 dimensions of the child rights:
    1 The right to life of the child
    2 The right to development of the child
    3 The right to protection of the child
    4 The right to participation of the child
4. Difference between the child-centred and teacher-centred learning methods
5. 5 creative learning tools that can be used through the teaching process:
    - Group processing
    - Development of social skills
    - Good Questionnaire
    - Material
    - Real situation and gender balance
6. Providing training to teachers on how to organize a supportive and stimulating classroom environment including sitting arrangement and learning corners arrangement.

The project is very important in terms of improving the efficiency and relevance in education, because the teacher is the key person in the classroom. Teachers have to organise different learning methods and learning environments, in order to increase the learning quality and also improve the learning environment for all students.

Outputs

1 Improvement of the teachers' capacity regarding the child-centred method.
2 Encouragement of pupils to learn through different activities in the classroom.
3 Improvement of relationships between teachers and pupils in the classroom, and also enhancement of democratic principles.
4 Promotion of good quality teaching and learning processes appropriate to child development abilities through the use of active, cooperative and democratic methods.
5 Better understanding of the CRC by the principal and teachers at the training college.
6 Promotion by all teachers of the child-centred learning material through the MOE Curriculum.

The Challenges

Challenges that affected the implementation of the project throughout the year are as follows:

1 The concept of 'CRC and classroom management' is new to some of our team members. Although we already gained some knowledge in Lund, Vietnam and Tanzania, it is still challenging for us to transfer this theory into practice, unless we have long experience working in this field and therefore understanding these two topics very well.
2 Some of our team members have insufficient experience regarding the implementation of the project. Although we have been teaching for years, organising training workshops for teachers is more challenging than just teaching students. This is because the workshops include the preparation of training manuals and hand-outs, and also the organisation of workshops. Trainers have to be confident and be more knowledgeable than participants. For example, trainers should be able to address questions raised during workshops.
3 Some of the team members are busy with their jobs, and they are usually out of town. This makes it difficult for us to find time to meet and plan our project activities.
4 The lack of budget is a problem as well.

Challenges regarding the preparation of posters on the impact seminar in Bangkok

Preparation of posters by the Laos team (batch 5 and batch 6):

4 Some of the team members are busy with their jobs, and they are usually out of town. This makes it difficult for us to find time to meet and plan our poster activities.
5 Participation to the summary session on the poster regarding the last activities of the teams.
6 Participation of some students to activities at the Child Development Centre.
7 Need for more members in our team.
8 Rise of the budget regarding the prepared posters.
9 Lack of material.

Next steps

Our following activities include:

1 The reporting of what has been changed and what has been gained since the impact seminar held in Bangkok (Thailand) from the 10th to the 17th of January 2009.
2 Requesting the Ministry of Education to build good CRC teams.
3 Continuing training workshops on the CRC for teachers at the training college of Dongkhamsang. We are looking forward to get some organisational support, because the issue of 'child rights, classroom, and school management' is very important. Considering that, every student should be required to follow a course on the concept and implementation of the CRC.
5 Monitoring and evaluation.
6 Assessment and reporting.

What is the next step for the future?

The next step consists in creating a regional network regarding the CRC in Laos. This network should be used to:

1. Report what we have changed and gained since the impact seminar in Bangkok (Thailand).
2. Request the Ministry of Education to choose some active persons to attend workshops at Lund University, with a team leader responsible for the project plan.

Also, some persons from the university should be responsible for the assessment and reporting to the mentor.
Some persons should be responsible for the finance.
Each team member should be active and work for the project.
The network could also be used to meet members that are in charge of making the rules regarding some future work.
If we have enough money in the budget, we would like to organise more training workshops on the CRC for students at the teacher training college of Dongkhamsang.

Malawi Post Conference Report

Lucia Chidalengwa, Gilbert Phiri, Misheck Munthali, Florie Chagwira, Andrew Chipanga, Darles Mbewe, Prince Moyo, Dorica Brenda Ayami and McPeatry Kandio

Introduction

During the period 2005-2007, four teams from Malawi participated to the training program. These teams have implemented their project in schools in Zomba and Blantyre. One team had members working at the Ministry of Education Headquarters. They implemented their project in urban and rural districts of Lilongwe and Salima and also in Mchinji districts.

The positions of the participants range from a central level to a decentralised level. They work at MOE (4); or they are District Education Managers and Methods advisors (2), teacher trainers (2), national NGO employee (1), head teacher (1), teacher (1).

The focus of the projects consists in assessing the extent of corporal and humiliating punishments, different forms of child abuse, and ways of combating this by promoting learners participation and ensuring protection.

Achievements

1. Capacity building in CRC knowledge, skills and attitudes.

Through this programme, the change agents acquired knowledge and developed skills and attitudes which have been transferred to other stakeholders. Some change agents have participated in the curriculum development during the review of the primary curriculum (PCAR), Initial Primary Teacher Training Programme (IPTER). The review involved the development of teaching and learning materials in which issues of child rights have been incorporated. At tertiary level, Domasi College of Education has incorporated human rights and CRC issues in social studies curriculum. The change agents have been involved in the development of training materials and the training of teachers, parents and learners.

The CRC influence also had reflections with regard to the development of materials. Gender stereotyping in the illustrations, stories, or case studies have been eliminated.

Child rights have also been incorporated in the projects of NGO (CRECCOM) programs. Capacity building of change agents has been initiated.

During the implementation process, change agents have mobilized the communities. These communities included learners, teachers, parents and community at large. Due to this sensitization, the communities are able to participate to the support of CRC activities. As change agents, we have made negotiations, and we developed some communication skills regarding the lobbying for support from various stakeholders including cooperating partners.

The programme has built capacity amongst participants with diverse backgrounds and having different spheres of influence. They belong to local, institutional, national and non-governmental levels.

Capacity building has been initiated with regard to community mobilization.

Currently teachers are able to use alternative ways of correcting learner's behaviour rather than having recourse to corporal punishment. The emphasis is now on guidance and counselling rather than physical punishment. The change agents are able to monitor and evaluate their activities and they are able to use the CRC principles in their day to day lives. As change agents, we are able to network among members of the Malawi team, and also network with colleagues from different countries.

2. Another significance of the SIDA funded CRC programme is that the programme has ignited interest and zeal regarding child rights, democratic principles and school governance.

3. Access to information on Child rights:
The change agents were able to access many books, information and websites on CRC. This opportunity enabled them to widen their knowledge and acquire skills and attitudes on CRC.

4. The group has brought some balanced information about rights and responsibilities. There has been an enlightenment regarding rights and responsibilities.

5. The change agents noted positive changes in practice amongst various stakeholders:

- Importance is given to counselling and guidance instead of emphasizing the physical punishment.
- learners start to get included in the planning and decision making process.
- parents are beginning to change their attitudes regarding the distribution of household chores amongst boys and girls.
- Teachers are beginning to distribute tasks and responsibilities amongst learners equitably.

Plans for sustainability

- Inclusion of budgets for child rights activities in the Ministry of Education's line budgets.
- Mobilization of resources for advocacy.
- Media involvement in national activities where issues of child rights are highlighted. Those activities take place during the National Day of Education, the CRC Week, Panel discussions, or in the context of articles on CRC in newspapers.

- Enhancement and networking among learners, teachers, parents, faith groups, education managers, traditional and political leaders, cooperating partners, civil society organizations.
- Taking advantage of existing structures or opportunities to share the CRC practices.
- Regular and structured meetings.
- Meetings with key human rights stakeholders.
- Development of proposals towards resource mobilization and towards establishment of student councils.

Strategies for dissemination

For the following plans to be realized, it is important to disseminate the so far gained experiences to other various stakeholders.
It is imperative to disseminate the CRC message so that the success motivates others to join hands, and support the mechanisms to roll out CRC activities to a wider sphere.
We will therefore use the following strategies:

- Poster session, where pictures and messages depicting the already done work in some schools in terms of CRC issues will be shared with other institutions.
- Working with the media in order to disseminate the information on CRC. This will involve sending articles to media houses for publishing, holding panel discussions on radio and TV, as well as sensitizing the media on the importance of consulting change agents in order to obtain expert comments on CRC issues in the country;
- taking advantage of existing and available opportunities, like reviewing the primary curriculum in order to integrate CRC issues, training of teachers and ministry officials for successful implementation in schools.
- Development of information, education and communication materials, such as books and leaflets, and establishment of Malawian directory of experts in child rights.

Networking

Networking will be one of the crucial ways of implementing the CRC activities. This will be done through regular structured meetings, held with key child rights stakeholders such as UNICEF, PLAN Malawi, Action Aid, and the Police. This will be done also through the writing of proposals regarding the implementation of activities and production of newsletter.

Opportunities

Malawi is a signatory of CRC, and this already provides a conducive environment for the implementation. Malawi has already started to train teachers and their supervisors on the child friendly schools concept, which constitutes an important element of the CRC.

The diversity of positions held by change agents is an instrument for quick dissemination. Several line ministries, NGOs, and cooperating partners have shown great interest in children's rights.

There is a real political will in supporting the CRC implementation. This can be illustrated by the establishment of children's parliament.

The existence of teacher Development Centres in all zones throughout the country provides training opportunities to teachers and the community in general.

Challenges

In addition to these opportunities, there are also challenges. There is still some resistance coming from parents, teachers and authorities regarding the implementation level. This is due to the cultural background and bureaucracy. The Government and donor agencies have other priorities than CRC activities.

Inadequate resources are another challenge in the implementation of CRC activities. For example, there is a high teacher/pupil ratio in most schools, and this affects the participation of children in class.

Taking time-off from routine activities and getting engaged in the implementation of CRC activities constitutes a challenge for change agents.

Specific Needs

The achievement of planned activities requires some funding and human resources in order to facilitate:

- The development of posters, pamphlets and books.
- The organisation of training activities at various levels to build a capacity for networking and implementation.
- The conduct of research in a specific area that requires attention.
- The institutionalisation of student councils in schools.

Conclusion

We would like to thank the Swedish International Development Agency and Lund University for the financial, technical and moral support during the phase 1 and phase 2 trainings and the impact assessment in Bangkok.

We would also want to acknowledge the support of all the change agents. We have learnt a lot from you all.

However, we still feel the need to work in collaboration, and we need to share and support one another. We hope that Lund University and SIDA will still have a great interest in whatever we will be doing both from the perspective of successes and challenges.

We promise to work very hard in order to promote the children's rights.

Mozambique Post Conferance Report

Joao Assale, Mathias Parruque and Virginia Gomane

We are the first and only team from Mozambique so far, in batch seven. The members of the team are working at the national, district and local levels. The first target area is a primary school in the city of Xai-xai in Gaza province, located at 200 km north-east from the capital Maputo.

The project is about implementing the CRC in classrooms. The aim is to promote democratic systems of leadership, parent's participation in the decision making and students' council and participation in school life.

Batch	**Project title**	**Team members**	**positions**
7 2007 b	The Student at school – The case of Epc Anexa ao IFP	Joao Assale	Deputy National Director, Ministry of Education and Culture
		Mathias Parruque	Headmaster, Xai-xai
		Virginia Gomane	Teacher and MELTA-coordinator

Achievements

The following list enumerates our achievements. We have:

- elaborated the project which is already authorized at the provincial, district and school levels;
- organized work sessions in CRC issues, concerning the participation to the school board of teachers, parents and students;
- initiated contacts for the establishment of partnership with different NGOs and institutions;
- created students cultural groups, such as theatre and dancing groups, focusing on CRC issues;
- identified orphans as vulnerable children who tend to drop out of school;
- lobbied at different levels in order to build new classrooms at the school, and the building process has already started.

Expectations

The following list enumerates what we expect to achieve for the upcoming 3 years. We will work together with our colleagues in batch 9 and hopefully with other ones as well. We will be:

- continuing our work at the basic level by expanding it to other schools as well;
- working at the teacher training centre both in Maputo and in Xai-xai;
- creating students school council in pilot schools:
- Promoting school democratization with the mediation of:
  - Transparency through PTA
- Promoting the involvement of teachers in school activities by:
  - Participating in several activities (If there is any problem, a teacher can make an interview);
  - Promoting their own initiatives.
- Promoting the active participation of students in school life by:
  - Planting trees;
  - Cleaning their school;
  - Creating a newspaper related to the school life;
- We have established a network with different organisations and institutions at the local, provincial and central levels;
- The school community (Parents, religious and traditional leaders) has been sensitised with regard to CRC issues through workshops;
- We included the CRC issues in current policies and programs in the sector of strategic plan on education and culture;
- We will improve the teachers understanding of the students problems and make sure that teachers adjust the methods of teaching.

Sustainability

This is what we will do to get sustainability during our change process:

- Involvement of the teacher trainer in the next batches. We intend to make some new recruitments in order to involve the teacher training centre in the project;
- Establishing local, national and regional/international networks regarding the CRC;
- Inclusion of the CRC perspective in the Teacher Training Centre curriculum;
- Inclusion of CRC issues in the current policies and programs regarding the sector of strategic plan on education and culture.

Namibia Post Conference Report

Fenny Shangengange, Maree Smit, Fillemon Mungongi, Emil Franz, Vinolia Hamutenya, Phillipine Munkanda, Imelda Kandjimi and Marthinus Hamutenya

1. Introduction

In Namibia, change agents are now working beyond the scope of the specific project regarding child rights. A project has a beginning and an end, but change agents conduct their work on a continuous basis without any specific ending.

2. Analysis and Reflections

2.1 Successes

- Projects decided by the change agents that attended the Lund/Sida training have been successfully implemented.
- Life skills were introduced as a topic in primary and secondary schools. One of the change agents was involved in compiling the curriculum and writing teacher manuals for the subject. Various child rights issues were included in this curriculum. During the last curriculum review 2003/2007, a cross-curriculum approach was used to include human rights issues. Other change agents were also involved in curriculum panels.
- Teacher counsellors were trained nationally to assist children in distress. Change agents were involved either as facilitators or as teacher-counsellors.
- An Education Policy for Orphans and Vulnerable Children was implemented in 2007. Various change agents were involved in consultative meetings during the compilation of the policy.
- It is with the assistance of a local NGO that independent child rights monitors were appointed to monitor the implementation of child rights in schools. This is still at the stage of a pilot phase.
- National Standards for Education were implemented to enable the effective implementation of quality education. The standards are dealing with issues of child rights. Some change agents were involved as external evaluators.

Namibian change agents were fortunate because of the variety of good policies and legislations in place.

Challenges

The geographical distance was a challenge in terms of national networking. The other problem was related to the fact that the importance of country networking was never considered. This also played a role.

Cultural barriers still exist in the administration of discipline in some communities in Namibia.

3. Plans for Sustainability

The team members intend to:

- identify passionate role models to enlarge and expand the change agents as part of the capacity building process.
- monitor all the CRC projects/activities implemented by change agents on a regular basis (e.g. once per trimester).
- network with potential NGOs and other institutions/agencies working in the area of the CRC.
- initiate the implementation of CRC activities in the curriculum of teacher training colleges and the University of Namibia.
- lobby for the incorporation of a Child Ombudsperson in the current Ombuds Office who will coordinate the interests of children nationwide.
- select a national coordinator for change agents in order to coordinate the country activities on child rights.
- evaluate the implementation of child rights through the Namibian National External School Evaluation instrument. The instrument contains performance indicators in order to assess the quality. It also suggests possible targets that can be used to measure the quality of education provided in Namibia.
- lobby and review child-friendly laws.

4. Strategies for the Dissemination of Experiences gained so far

The team members will involve passionate role models, NGOs, educational institutions, communities and other child / human rights agencies to share experiences gained through workshops, seminars and special days relevant to children. The information sharing sessions take the form of meetings with LRCS, school boards, teachers, parents, traditional leaders, communities and church groups.

5. Opportunities, Possibilities, Challenges and Specific Needs.

The African Charter on Child Rights and other child specific laws give us the opportunity to pursue CRC ideals. However, there are still a vast range of possibilities to build on existing strengths.

The enforcement of existing laws and policies remains the biggest challenge encountered by change agents in Namibia. The work done by Namibian change agents is limited because of the absence of passionate trained change agents at the higher managerial level of the Ministry of Education. Although the lack of resources is a challenge, it can be overcome through creativity and initiatives. A challenge regarding the legislation on child rights is that some acts are outdated or/and nonexistent.

6. Networking

The networking will take the form of scheduled and unscheduled meetings among change agents in order to share the progress that is being made, and also the challenges that are being experienced.

The networking with the stakeholders of the Ministry of Education is important. It is crucial to consult and negotiate with focal persons within this ministry and also other ministries dealing with issues concerning child welfare. These people will include focal persons of the 'Education for All', the HIV and AIDS Management Unit in the Ministry of Education, the Ministry of Child Welfare and the Ministry of Youth and Sport, and the Women and Child Protection Units.

We will also network with NGOs that are working in the area of child rights for a better cooperation and support. The focal NGOs will be the Legal Assistance Centre, the Red Cross Society, Catholic Aids Action and the Forum for African Women Educationalist in Namibia. Church organisations in different communities will be included in the campaign for child rights. Furthermore, traditional leaders in different communities should be persuaded to become part of the group of activists for child rights.

7. Conclusion

The Child Rights, Classroom and School Management Program is an important initiative that can bring lasting solutions to the situation of children.

It has provided the change agents with the necessary skills, knowledge and capacity to face the challenges with regard to the implementation of the CRC in schools/education. It is possible, with the support of all stakeholders, to realise the dream of making the future of children prosperous.

The Namibian change agents intend to be the change we want to see in others.

Rwanda Post Conference Report

Solange Mukayiranga, Edward Kabare and Theodore Mboneza

Introduction

Three people from the education sector, Ms Solange Mukayiranga, Edward Kabare and Theodore Mboneza participated to the Advanced International training program on "Child Rights, Classroom and School Management". It was organised by Lund University from September 22nd to October 10th 2003. There was a follow up training in Morogoro, Tanzania from February 24th to March 8th 2004.

After the training, the group carried out a project called "*Children's Rights in Education, a study case in Kacyiru Sector (Kigali City)*". The findings of our project on the children's' right to education in an urban sector revealed that a few things hamper the implementation of *The Convention on the Rights of the Child* (CRC) in our country. Some problems described in the project were as follows:

– Extreme poverty at home;
– Ignorance on human rights and CRC;
– Single parent families;
– Child headed homes;
– Schools far from homes.

Our team's recommendations were as follows:

– The Government should follow up the existing policies by identifying some effective enforcement mechanisms and by ensuring that beneficiaries are informed regarding these policies;
– It is necessary to promote the development of different national educational policies (example: policy on corporal punishment in schools);
– Training of parents and teachers associations on CRC in a pilot school, this training should be extended to other schools.

We organised a one-day workshop for the staff and some parents of Kacyiru Primary School. Some local leaders from grassroots level were also invited to the workshop, as well as representatives from different child rights organisations, such as UNICEF. Our Ministry of Education was the sole sponsor of this workshop. This is through this workshop that we intended to disseminate our findings.

From the 10th to the 18th of January 2009, an Impact and Dissemination Seminar gathered more than 180 change agents coming from 21 different countries from Africa, Asia and Latin America, and having already participated to different programs on CRC conducted by Lund University.

The objectives of this Impact Seminar were:

– to monitor the impact of the child rights, classroom and school management program;
– to create and stimulate the networking among the team members, but also the networking on the national, regional and global basis;
– to follow up, disseminate and implement good practices;
– to support the ownership and sustainability of the project and the change process;
– to introduce a broader perspective, new research, and new policy on CRC.

Analysis and Reflections Regarding the Significance of the Program in Rwanda

Our team, as we mentioned in the introduction, is composed of people well positioned in the education sector throughout the whole country. As change agents, we are well committed to make a change in our society. We have access to the top Government officials. We even try to reach parents in villages. We feel that these strengths will enable us to succeed.

The Government ratified the CRC on September 2, 1990 and established the law No. 27/2001 dated April 28, 2001, in order to specifically protect the child rights. The commitment of the Government is reflected in activities that are carried out annually to sensitize people on the rights of children, specifically the right to freedom of opinion and expression (Art. 12, 13, and 14). Since all three of us are well trained in organising and monitoring activities regarding the implementation of the CRC in the country, we agreed to train other agents mostly from schools and also from interested NGOs. A number of governmental and non-governmental agencies are involved solely to protect the rights of children regardless of his or her ethnic background, race, nationality, etc. There is quite a big number of refugees in camps. These come mostly from Democratic Republic of Congo (DRC) and Burundi. We therefore feel that strategic support is available. This support will enable us to work without fearing the Government, but instead by offering a hand regarding the implementation of the CRC. A policy on a fee-free 9-year compulsory basic education has just been approved by the cabinet, thus making education accessible to all.

However, there are still challenges that we encountered while we were carrying out our work aiming the change of our society regarding the way they view children rights. One of us changed his location; it took him time to settle down. It was important for us to meet, but the distance made it hard. Since we are full-time employees in central, regional, and district authorities, we were not really able to concentrate on any other activity. Unlike other countries that participated, Rwanda team has only three people (one batch of 7 so far trained) who are far apart. We believe that with more change agents getting trained now and in the future, we will succeed thanks to a better national networking in place.

We may feel that the Government support is enough to achieve much, but there are still obstacles on our way. Though the Government and through various agencies, a lot has been done to sensitize people. But it is very disheartening to hear some top gov-

ernment officials supporting, for example, the use of the stick. Strong cultural beliefs regarding the ways of punishing children will continue to hamper the progress, because very few people will interfere in ways kids are treated at home. Physical and psychological abuse of children is still applied in homes and in schools. It is unfortunate that even schools with strong religious background and `values' still carry out humiliating acts that are supposed to be 'punishments'. A number of alternative punishments have been suggested, but some uncommitted head teachers and teachers still oppose the ban on the use of the rod, and there has not been any strong measures undertaken with the aim to deter this practice, except when a child is harmed seriously.

We confidently believe that we will succeed with the support that we have from strong agencies, from trained teachers committed in CRC, also with the help of our own networking with brokering techniques and not only preaching ones, and finally with the dynamism of young people today willing to make a change. We also think that with newly trained students' councils in all schools, including primary schools, children will study and live in a friendly environment. This will hopefully make them good citizens for the future. The campaign to sensitize people regarding the CRC is fortunately well covered regarding the print and electronic media. We are making efforts to reach even illiterate citizens, in both urban and rural areas, through adult literacy centres where not only children rights are mentioned, but also family planning issues, HIV/AIDS and other sexual transmitted diseases, but also many other issues that constitute a problem to the country.

Our challenges are summarized as follows:

– Daily activities that may interfere with the proposed project;
– Lack of resources to enable monitoring and evaluation;
– Lack of commitment of some parents and teachers due to the cultural beliefs;
– A mentality of top-bottom approach from both local leaders and parents;
– A 'don't care attitude' shown by a large part of the adult population with regard to the child labour (e.g. child labour in homes, tea estates, mining, cattle farms, etc).

Plan for Sustainability (see an annex on plan of action)

– To monitor and evaluate the achievements of our case study school, the Kacyiru Primary School, as a child-friendly school;
– Advocacy on training for all teachers on child rights;
– Broker for the functioning of students' councils in schools;
– To have `link' teachers trained in organizing students councils;
– Networking among trained teachers;
– Networking among change agents including our own French group;

Strategies for the Dissemination of Experiences Gained so far (1 year action plan)

– Sending reports to decision makers at the Ministry of Education with regard to the Impact and Dissemination Seminar in Bangkok;

– Disseminating the available information on child rights to stakeholders in education;
– Encouraging advocacy for child friendly schools;
– Preparing materials for the training of parents on children's rights;
– Setting up monitoring teams to report abuse of children's rights;
– Creating focal schools/institutions as models of child-friendly environments;
– Advocating for handing in specific reports on the CRC implementation in all primary and secondary schools. (An independent monitoring and evaluation team must be there to confirm reports).

Annex

THE RWANDA TEAMS' ACTION PLAN REGARDING CHILD RIGHTS IN EDUCATION

TARGET SCHOOLS

KABARE Edward: NSHEKE Primary School, KABARE I Primary School
MBONEZA Theodore: C.S. Mweya et Ecole Primaire de Gisenyi
MUKAYIRANGA Solange : Kacyiru Primary School, Kivugiza Primary School

Objective	Activity	Responsible	Timeframe	Cost (Frw)	Indicator	Observation
Monitor and evaluate Kacyiru Primary school's achievements	Formulating a questionnaire	Team	Mid February	100. 000	Report	
	Focus Group Discussion	Team	End February	-	Report	
Increase the number of target schools	Visit of the selected schools	Team in respective school	February	-	Report	
	Preparation of a training module	Team	March	50 000	Report	
	Multiply modules	Team		200 000		
	Training of Link Teachers	Team	March	1 500 000	Report	
	Training of the school council members	Team	March	1 500 000	Report	
Networking	Visit at the National Commission for Human Rights	Team	March			
	Meeting with change agents (French group)	Team	March			
	Preparation of National guidelines for networking	Team	April	-		
Follow up and Evaluate Targeted Schools achievements	Setting up indicators	Team				
	Evaluating schools after 9 months of activities		January 2010			

Republic of South Africa Post Conference Report

Claire Dyer, Bapela Moripe, Timothy Makofane, Nokuzola Masinga and Selaelo Makatu

1. Introduction

The analysis and reflections on the significance of the programme on CRC, within the South African programs covered so far, are addressed critically in line with the specific cultural, social and material context. In addressing the material context, focus is given to the role that the national and provincial departments play in the support of the program for sustainability. Although this constitutes a point of departure in this regard, the important role of the local structures, such as districts, is analysed. The question of how support can be provided to schools is closely analysed as well. The material context of the programs is addressed with specific reference to statistical records, cultural set ups and available legislations that create an enabling environment for a sustainable implementation of the CRC in the country.

Even though the impact of the CRC started to become visible in the schools, it should be noted that there has been challenges in the implementation of the project.

At the national level, the projects took the form of activities, such as workshops with provincial and district officials. The Provincial Departments trained School Governing Bodies and Representatives of Learners Council. At the local level, the projects fostered the democratic participation of educators and learners. The project at the local level covered schools in KwaZulu- Natal and Gauteng Provinces.

2. Background

The project team believed that it was necessary, through a variety of interventions, to close the gap between the policy and the practice. They particularly focused on the deepening of the understanding among learners of their democratic rights and responsibilities in schools. The objective would be to increase their effective participation in school life, through their participation in classrooms, but also through the establishment of some learner representative councils and the school governing body. Part of the objective of the project was to deepen the understanding of the school community (teachers, principal and broader school community), and encourage a commitment to the principles regarding rights and responsibilities of learners as stated in the South African Schools Act (1996) and the Convention on the Rights of the Child, leading to the democratic transformation of the school.

The project team also used a variety of platforms at the national and provincial level in order to promote an understanding of the principles regarding the Convention of the Rights of the Child.

3. Legal Framework

The implementation of the CRC in South Africa was made possible through the availability of the 'all Inclusive Constitution form' from which a number of legislations flowed. The Education Legislation for transformation is grounded on the principles of the Constitution of the Republic of South Africa (1996) and includes the following:

- The National Education Policy Act (1996)
- South African Schools Act (1996)
- Language in Education Policy (1997)
- Abolition of Corporal Punishment Act No. 33 of 1997
- Employment Equity Act (1998)
- Employment of Educators Act (1998)
- National Policy on HIV/AIDS, for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions (1999)
- South African Council for Educators Act (2000)
- Norms and Standards for Educators (2000)
- Education Laws Amendment Act (2000)
- Manifesto on Values, Education and Democracy (2001)
- White Paper 6: Special Needs Education – Building an Inclusive Education and Training System (2002)
- The National Curriculum Statements (Grades R –12)

4. Demographic and socio-economic background

4.1 Population and statistical information

In 2007, the population of South Africa was 47.9 million. Approximately 24.3 million were female. Life expectancy at birth is estimated at 48.4 for males and 51.6 for females.

42.2% of the total population are below 19 years-old. More than 15 million children are between 5 and 9, and 49.8% of this number are girls. In 2006, there were approximately 12.2 million learners (88%) in public schools. In 2006, there were 362 670 educators in the public sector.

4.2 Cultural context

South Africa is a country with cultural diversities in terms of language, ethnicity, religion etc. Although the majority of the population is Christian, the Constitution guarantees the freedom for all religions. South Africa has 11 official languages, even though English and Afrikaans still seem to be the languages of instruction at the senior educational level. In the Constitution, the rights related to the following fields are guaranteed for all people including children: gender, language, creed, religion, sexual orientation, conscience and ethnicity.

5. Sustainability

In order for the CRC to be sustained in pilot areas, the consolidation of programs at the district level is essential. This consolidation takes the form of neighborhood initiatives where schools in the vicinity of pilot areas get some benefits. This takes the form of training activities and teacher development initiatives. The support of the provincial office is essential in terms of rolling out budgets, training and developing, but also in terms of structures, such as education councils. Other stakeholders, such as Teacher Unions and School Governing Bodies, play a major role in supporting the programs for a sustained implementation. In addition to that, there are Parliamentary oversight teams that keep visiting schools from time to time.

The role played by the National Department of Education is critical with regard to the development of policies that are currently in use for supporting the sustained implementation of the CRC in our schools. Furthermore, different branches at this level work together in the development of policies, as well the development of other policy documents that aim to evaluate and support this implementation.

The majority of the people in South Africa live in rural areas, and the majority of these people are poor. The poorest schools are usually located in the most rural areas. The democratic government introduced programs in order to eradicate poverty and address children's rights, regarding for example child grants, school nutrition, fee-free school policy and scholar transport program, etc.

6. Strategy for the dissemination of experiences

One strategy for the dissemination of experiences takes the form of report writing on CRC. These reports are forwarded to the Minister or Members of the Executive Council-Political heads of Education in provinces, as well as the director general or the superintendents-general in the case of provinces.

In the national and provincial departments of education, the focus is given to the CRC training of officials at provincial and district levels. The aim is to form networks with statutory bodies, such as the Human Rights Commission and non-governmental organizations that focus on children's rights. The monitoring, evaluation and support

regarding the implementation of the CRC are important functions at the national level.

At the local level, information sessions are organised and they take the form of:
– principal or school management team meetings with the districts,
– teacher workshops,
– meetings with the Representative Council of Learners, School Governing Bodies,
– conferences,
– commemoration of days having particular significance,
– advocacy campaigns etc.

These meetings help to strengthen the profile of the CRC in the department.

7. Networking

The networking takes the form of meetings, scheduled or unscheduled, among change agents. The inter-branch meetings, that take place at the departmental level, are also essential since these meetings seek, on the one hand, to ascertain the extent of the CRC implementation, and to share thoughts on challenges and successes on the other hand. Ties with NGOs, as well as organizations, such as UNICEF or UNESCO, have been strengthened through the sharing of information regarding the ground that CRC has covered. Other partnership initiatives support the beautification of the environment and the emphasis is put on the promotion of garden food in schools.

The participation of the local Government, local communities, civic organization, and youth formations remains essential, since they form important partners in the deepening and advancing of the CRC application.

8. Opportunities and Possibilities

The regional networking at the level of Southern African Development Community (SADC) constitutes a critical strategy in reaching out member countries, such as Botswana, Lesotho and Mauritius. These countries remain strategic SADC member countries, whose participation can create an opportunity for the regional approach in a much more structured manner.

The Child Friendly Schools Program, which has been taken up in the Department as a future program, constitutes an ideal opportunity to further the strengthening of the CRC application in schools. It is necessary that officials get designated at national and provincial levels to monitor the implementation.

9. Specific needs and challenges

- Sufficient support from senior officials, principals, School Governing Bodies and other associations can be obtained only with consistent efforts to learn more about CRC from the change agents' team.
- Advocacy strategies have been developed within the Department. All departmental documents are developed according to the principles of the CRC. However, the implementation of policies around issues of children's' rights needs to be strengthened.
- One of the mechanisms is to strengthen networks within the country, including the network of change agents at the country level and intra or inter-departmental networks regarding CRC issues. In addition to that, it is important to strengthen networks with non-governmental, statutory bodies, international organisations and civic organisations, for example faith, sport, youth formations, political, community policing forums, etc.
- The departmental intervention aiming the development of a culture of rights and responsibilities has begun. This important initiative is a vital tool with regard to the management of classrooms and schools in general. It is necessary to involve all stakeholders in the campaign in order to reach all learners. However, the essential principles of CRC should be subsumed under responsibilities and a balance needs to be ensured.

10. Recommendations

- It is recommended to consider the inclusion of additional South African country teams in the CRC training program, particularly because South Africa is composed of nine provinces, and representatives of only two provinces have been trained so far. Future teams should include representatives from provinces, districts, schools and education representative structures.
- It is proposed that a regional network be established. This network would be composed of all change agents who have been trained in the region.
- It is also recommended that training opportunities be extended to other countries in the South African region in order to broaden and strengthen the network.
- The South African country team recognises the enormous contribution made by Lund University in terms of broadening the understanding and implementation of CRC principles in countries of the region. We hope and recommend that this continues in the future. Further central role of the SIDA funding and support to the CRC program is appreciated.

Sri Lanka Post Conference Report

Premalatha Karunarathne, S.M.M.G Abeyaratna, Jagath Polgaspitiya, Sumudu Nilaweera, Ajith Balasooriya, Nandani Ekanayaka, Malkanthu Pandithage, W.A.Wijetunga, Thrishanthi Kulathilaka, D.Lakmali Anandagoda, Gamini Rathna Tissa, Nandawathi Wanniarachchi, Anula Abeykoon,.N.A.Indrani and Jayantha Rupasighe

Introduction

Sri Lanka is a multi cultural country and can proudly claim to provide free public education, from kindergarten to the university level, for the majority of the population. This is done through welfare measures, such as free textbooks, uniforms and free meals. Sri Lanka ratified the CRC in 1991, and the state has put in place a legal framework in order to ensure the implementation of the parliamentary acts. Also, the National Child Protection Authority (NCPA) was established in 1998. The amendment of the legal system regarding children and women also took place. The practice of corporal punishment was abolished by a circular of the Ministry of Education in 2003.

The Sri Lanka country team (all the seven batches) introduced a new approach based on the CRC concepts and principles into the traditional teaching-learning process. The aim of our project was to set up a Child Friendly Classroom (CFC) in schools, where all children would get free education as a privilege. The Sri Lankan change agents represented different organisations involved in the education and protection of children: the Ministry of Education (MOE), the National Colleges of Education (NCOE), the National Institute of Education (NIE), Schools, NGOs and the Department of Child Care Services and Protection. These organisations were from different geographical locations in the country. The team has covered three provinces in the country including the central, southern and western ones. The pilot projects have been carried out in six public schools and a National College of Education:

Batch 1 – Development of a small school which was threatened with closure.

Batch 3 – Establishment of a child friendly classroom in the Kandy Model School.

Batch 4 – How to develop good relationship between teachers and pupils at grade I and II in primary schools in Sri Lanka?

Batch 5 – Creating a child friendly environment and developing the teaching- learning process by using the CRC in the Kimbulapitiya Maha Vidyalaya of Western Province in Sri Lanka.

Batch 6 – Rights-based approach to education and management to reduce the drop out rates of students.

Batch 7 – Establishing the CRC relation to the competency-based responses of the year 2001.

Following the implementation of the above projects, a progress regarding the CRC was visible at the personal, professional and country levels.

Our projects focused on the development of a CRC model friendly classroom, development of learning environments in some marginalised schools, curriculum development, development of pre-service and continuing teacher education, and school development. Our reflection regarding the implementation of the project will provide insights on sustainability, strategies, networking and opportunities. And this can be a useful document in terms of providing a guideline for future change agents in CRC related work in Sri Lanka.

1. Sustainability

At the local level, all teams have succeeded in implementing our individual projects. From now on, we look forward to continued expansion. However, we need to be supported by a CRC friendly system, in order to proceed with our work from local to national level. Already this system has taken shape with the inclusion of the CRC principles in the national curriculum, national peace policy, the publication of teachers guides, the teacher training curriculum, compulsory teacher education, and the education of stakeholders on CRC which are composed of parents, pupils, teachers, administrators, civil leaders and public at large. With these changes, the sustainability of the success regarding the initial CRC projects looks positive. It is necessary to lobby for further changes over time. And we are committed to pursue this goal in all possible ways.

2. Networking

Until our arrival to Bangkok, we did not have the opportunity to meet as a body and share our experiences. However, the Bangkok Conference gave us the very much needed opportunity to discuss, share our experience and go further as to form 'A CRC Resource Pool'. We believe that through this united body, we can look forward to greater cooperation. At the same time, we agreed to strengthen the links with external agencies, such as NGOs, the Department of Child Care and Probation, the corporate sector, and community organisations with regard to the establishment of a link with both foreign and local interest groups via internet, etc.

The purpose of this network is to:

1. Support the exchange of experience on CRC.
2. Strengthen peace in the nation building process.
3. Replicate good CRC models.
4. Exchange academic courses.
5. Conduct field studies and activities.

6. Develop materials on the CRC through collaboration.

7. Formulate a convergence model to minimise duplication.

In this regard, the Sri Lankan team held discussions with the Indian team, and they formed a joint network called 'India – Sri Lanka Regional Child Rights Committee' (ISRCRS) for a better collaboration at the regional level. Members from both countries were nominated to this committee. The following members were nominated to represent Sri Lanka:

1. W.A.Wijethunga – Dep. Director of Education, Peace Education Unit, Ministry of Education

2. Thrishanthi Kulathilaka – Child Rights Officer, Probation and Child Care, Ministry of Child Development

At the national level, this committee will coordinate both current and future CRC change agents regarding the promotion of the CRC in Sri Lanka.

At the same time, this committee will take action to strengthen further links with external agencies such as INGOs, NGOs, the Department of Child Care and Probation, the Ministry of Child Development, the corporate sector, community organisations, and both foreign and local interest groups.

3. Strategies for disseminating experiences gained so far

As the CRC Resource Pool of the country, we feel that our CRC voice is not heard at the national level, unless if it is in isolated areas of action/project implementation. Having this in mind, we decided to undertake the following measures:

– participation to the national research symposium, mass media- newspaper articles, etc.

– carrying our CRC voice in related areas as resource persons,

– exchange of CRC agents between Sri Lanka and India through academic programs.

4. Opportunities, Possibilities, Challenges and Needs

All change agents of the Sri Lankan CRC Resource Pool agreed that the post-implementation reflection has enabled them to identify both strengths and challenges encountered in their respective projects. The Bangkok meeting in fact provided a forum to share their views. We identified the following elements:

Opportunities

Both the pre-service and continuing teacher education have great potential in terms of introducing the CRC into the classroom through the teachers' training. This is already in place in terms of curriculum planning. A similar change in the national school curriculum combined with teachers' education will cause a wholesome change in the teaching and learning process from a CRC perspective.

Both the Department of Child Care Service and Probation and the Child Protection Authority under the Ministry of Child Development offer many opportunities through a well developed network of Child Care and Child Rights Promotion Officers in order to promote the CRC by providing legal and financial aid for victimised children. This also fosters the parent scheme and many other welfare measures supported by the Child development fund.

Furthermore, the Peace Education Unit at the Ministry of Education, NGOs, and INGOs are potential agencies which can provide access to a larger population to promote the CRC.

The Ministry of Education (MOE) has links with many governments, private sector organisations, and NGOs in terms of furthering the work towards ensuring the CRC and they will provide greater opportunities to participants.

Challenges

The initial impact of the individual projects was confined only to three provinces: Western, Southern and Central ones. But we need to influence the policy makers to spread the CRC perspective to other provinces. We are of the opinion that our newly formed National CRC body, the CRC Resource Pool, can act as a pressure group to realise this. We need this joint effort because the National Education system and the society at large are characterised by the bureaucracy, the lack of democracy in the classroom, the lack of cooperation among the governmental institutions and conservative social cultural foundations, and the lack of funding.

Conclusion

The 2009 Bangkok seminar marks the conclusion of the CRC program conducted by Lund University, and funded by SIDA. This provided us with a wonderful opportunity to interact with all members of the seven teams trained on CRC through the exchange of ideas and reflections across the world. At the same time, the exchange of ideas and reflections enabled us to identify our strengths and challenges, and reach an understanding on how we can carry forward the message of the CRC efficiently and effectively. Finally, we have been able to identify some measures to sustain the progress achieved in the initial projects.

Tanzania Post Conference Report

Amon Issac Mtera, Astridah Katalyeba, Fidelis Lumato, Angelina Binde, Thomas Odhiambo Njagwa, Honorina Mumba, Joseph G. Mwangamila, Rehema Tunzo Kassembe, Jerome Manyahi, Daudi Anyigulile, Halima Kamote, Kaspar Mmuya, Silas Samaluku, Ismail Edward Michael, Magdalena Evaristi Magna and Yustin Ignas Bangi

1. Introduction

Tanzania was among the privileged countries that took part in the International Training Program on Child Rights, Classroom and School Management. Six batches have attended the International Training Program on Child Rights, Classroom and School Management. Each team (batch) came up with a specific theme or pilot project. The six pilot projects focused on the following objectives:

– Increase of the completion rate of primary education in Ilala, Morogoro and Njombe districts;

– Elimination of corporal punishment in schools in Kibaha District;

– Creation of awareness on child rights and responsibilities of trainers and trainees in Teachers Education;

– Participation of the child to the development of the school environment through gardening;

– Creation of alternatives to corporal punishment at Barbro Johansson Model Girls' Secondary School;

– Creation of awareness on CRC in secondary school students and teachers in Dar Es Salaam Region.

Just in brief, the six pilot projects focused on the creation of awareness regarding the Convention on the Rights of the Child, and the creation of learner friendly schools. This improved the completion rate and performance in primary and secondary schools.

2. Analysis and Reflection

This section deals with the analysis and reflections of the significance of the Child Rights program in Tanzania both in relation to the pre and post-impact and dissemination seminar in Bangkok. This will include: the plans for sustainability, the strategies for the dissemination of experiences gained so far, networking and opportunities, possibilities, challenges and specific needs.

2.1 Plans for Sustainability

Prior to this program, there were several programs that were introduced in Tanzania. The current child rights program on classroom and school management needs to be implemented in a sustainable way. Therefore, the following plans have to be implemented:

a) The existing CRC clubs and those that will be formed in schools should be maintained and supported by all institutional members in order to continue the implementation of project activities.

b) The collaboration between schools and responsible ministries dealing with child rights should be enhanced, in order to join efforts in achieving the set up goals.

c) The assessment and evaluation of teaching/learning in schools should always reflect on the three Ps, that is Provision, Protection and Participation, as well as the development of the child.

d) The sensitisation of all education stakeholders regarding the CRC should be continuous, in order to have a common language, both at the implementation stage and at the stage of addressing the emerging challenges.

e) The gap between the school and community cultures should be sorted out in order to enhance the CRC implementation.

f) It is necessary to strengthen various campaigns on the CRC, e.g. learning without fear, beating the drum and not the child.

g) Influencing the Government for the amendment of some policies, laws and regulations which are inconsistent with the Child Rights Convention.

h) Mainstreaming child rights issues in schools and in teachers' colleges.

i) Organising a training for teachers on child friendly teaching and learning methodology, in order to make the learning process joyful and motivating.

j) Creating a more conducive teaching and learning environment that will attract children.

k) Using mass media meaningfully to advocate the CRC.

l) Emphasise and encourage the entrepreneurship education at all levels of education in order to alleviate poverty.

m) Monitoring and evaluation of the CRC implementation in community, schools and other areas.

n) Formulating national guidelines for the CRC implementation.

o) Developing periodic reporting culture for stakeholders.

p) Carrying out research on the CRC.

q) Fostering team building among the stakeholders.

2.2 Strategies for the Dissemination of Experiences Gained in Tanzania

2.2.1 Experiences Gained so far:
Through the CRC program, the change agents have experienced the following:

a) The implementation of the CRC was more successful when applied according to the bottom up model rather than the top bottom model.

b) Working hand in hand with other stakeholders is more effective in terms of the harmonisation of acts, policies and other legal documents related to the CRC.

c) The participation of parents, students and teachers to the CRC implementation process produces better and faster results.

d) There is a need for networking regarding the CRC projects at the local and regional levels.

e) There is a need to emphasise the project sustainability.

f) The implementation of the CRC, the CRC text, the meaning of articles, and the context (culture) should all be taken into serious consideration.

g) Patience is needed in carrying out the CRC programs. This is due to the fact that such programs call for a change of behaviour, which is a gradual process.

2.2.2 Strategies for the Dissemination of Experiences Gained so far:
Change agents intend to employ different strategies to disseminate experiences gained so far in the context of their respective projects. Here are some of the strategies:

a) The selected schools will be used as centres for the implementation of CRC projects. Such schools include Mlandizi Primary School, Azimio Primary School and Kibaha Secondary School (In Kibaha District); Loyola, St. Anthony's, Chang'ombe, Barbro Johansson and Kibasila Secondary Schools in Dar es Salaam.

b) Students will be sensitised to form strong and active CRC Clubs.

c) Interviews and questionnaires will be used to collect information. Lectures, seminars and workshops will be used to train stakeholders on CRC issues.

d) Principals, teachers and students will be trained to be CRC co-change agents.

e) Parents, school committees and school boards should be trained and asked to take active participation in the materialisation of the CRC programs.

f) Government officials, especially those working at the Ministry, that are responsible for education, should be sensitised in order to take interest in CRC programs.

g) All stakeholders will be involved in various stages of the implementation of projects.

2.3 Networking

Networking at different levels is important in terms of disseminating and implementing the CRC. Networking will help change agents to:

a) Share information on the basic practices concerning CRC with all stakeholders.

b) Share challenges and seek alternatives.

c) Share available human and material resources.

d) Secure funds from donors to facilitate CRC activities.

e) Inspire and encourage each other.

The Bangkok impact seminar served as a reinforcement to our national and regional CRC networks. This has broadened and strengthened the scope of sensitisation and implementation of the CRC in Tanzania. Through networks we expect to:

(a) Coordinate and work together beyond the pilot groups.

(b) Collaborate with different stakeholders in the process of creating effective networks, such as governmental and non-governmental agencies, civil societies, UN agencies, media, educational institutions, etc.

2.4. Opportunities, Possibilities, Challenges and Specific Needs

In order to ensure the sustainability of the CRC activities, there is a need to use possible opportunities, explore new possibilities, overcome the emerging challenges and identify specific needs.

2.4.1 Opportunities

There are several possible opportunities regarding the CRC implementation. These are:

a) The availability of well-trained and experienced change agents.

b) The lack of awareness among stakeholders on CRC issues.

c) The existence of governmental, community based and non-governmental organisations dealing with the CRC.

d) The inclusion of the CRC in Teachers' Colleges and school curricula.

2.4.2 Possibilities

The possibilities on how to implement the CRC are as follows:

a) Integration of the CRC in the curriculum.

b) Organisation of trainings, seminars, conferences and workshops through the ministry responsible for education.

c) Building upon previous projects, e.g. family life education.

d) Lobbying different stakeholders and policymakers in order to get support.

2.4.3 Challenges
The CRC implementation projects face many challenges. The major ones are:

a) The limited time allowed for projects and other work.

b) Obstacles related to cultural and social values.

c) Misinterpretation of rights and responsibilities.

d) Lack or limited financial, human and material resources for adequate implementation and monitoring of the CRC projects.

e) Existence of outdated laws that are not in line with the CRC, e.g. Marriage Law of 1972, which allows the marriage of a 16 year-old girl, or also the Labour Law which allows the employment of 15 year-old children.

f) Lack of good learning environment.

g) Presence of diseases, such as HIV/AIDS.

h) Lack of political will and commitment.

2.4.4 Specific needs
The following are specific issues that need to be taken into consideration:

a) The time factor.

b) Projects must be specific, focused and time bound.

c) Consultation and collaboration with relevant stakeholders.

d) Availability of funds for the provision of working tools, facilities and methodology.

3. Conclusion

In conclusion, change agents from Tanzania are very grateful to Lund University and SIDA for having given them the opportunity to take part in the international training program on child rights, classroom and school management. This program already created an impact not only at the professional and personal levels, but also in the areas where projects were carried out. They promise to use the gained knowledge and experience in order to work with untiring efforts to implement CRC programs with competence and dedication.

Uganda Post Conference Report

Robinson Nsumba Lyazi, Jessica Sanyu, Alice Sanyu Kafuko, Justine Nabirye, Beatrice Turyasingura, Wilson Mande, Hannington Ssennoga Majwala, George Stephen Mukasa, Merab Kariisa, Peace Atamba, Justine Tumweboneire

Brief summary about the country

As to its geography, Uganda is located in East Africa. It is neighbouring Kenya to the East, Tanzania to the South, DRC Congo to the West, and Sudan to the North. Uganda's population is over 30 million. There are over 40 different ethnic and cultural groups. Culture normally refers to shared and learned symbolic systems of values, beliefs and attitudes that shape and influence perceptions and the behaviour of people. Therefore, culture is the main identity of a community. So Uganda has a complex and diverse culture which is often mixed with political, social, legal and environmental factors affecting human situations and interactions. Briefly, the situation can be summed up as given in the table below.

Introduction

Among the seven first batches on the CRC, classroom and school management program, the Ugandan team participated to four of them. Three of the teams are from Kampala city and neighbouring districts, with one representative also from Jinja, and another from Rukungiri district located in the South Western part of the country. The common focus for the four teams has been to raise awareness with regard to the Convention on the Rights of the Child (CRC) among all stakeholders in education. Moreover, the objective was to create and support a more participatory environment in schools. The team has created a network to support each other in their change processes. This network is supported by the Human Rights Network-Uganda (HURINET-U) which is a human rights NGO in Uganda.

Uganda ratified the Convention on the Rights of the Child (CRC) as a way to resolve and also as a commitment to ensure that each child receives appropriate nurturing and protection within the framework of the minimum standards set up by the Convention. Uganda domesticated the convention by putting in place laws complementing the convention including, the 1995 Constitution, Children's Act, Education Act, Children's Statute and other policies relating to children's' rights. This is a positive sign from the Government, which aims to ensure that the rights of the child are observed, even though there are limitations to the process. Hence, the program on child rights, classroom, and school management complemented the already started efforts by the Government.

Situational analysis

Social context	Keys issues	Effects on the rights of the child
1) Authoritarianism	1) There was an authoritarian approach in interactions at home, in the community, at school and in the classroom.	1) The right of the child to participate in the decision-making is curtailed and therefore violated.
2) Teacher – centred approach in pedagogy	2) The teachers were determining everything and they were expecting learners to comply with the rules.	2) Children's input is limited. So their right to participate actively during their learning process is being denied.
3) Offence – punishment approach	3) In the school context, the mistakes committed by learners were considered as being offences and therefore punishable.	3) Children suffered psychological and physical pain, some of them have been crippled, and a few died.
4) Patriarchal approaches to public affairs	4) Boys were encouraged to talk in public, whereas girls were not.	4) In this way, girls' right to self-expression is violated.

Socially, there were issues that precluded the promotion of the children's' rights both at home and school.

Cultural context	Keys issues	Effects on the rights of the child
1) Gender inequality	(1) Girls were usually discriminated against regarding their access to education.	(1) The right of the girls to education is violated.
2) Female circumcision (Clitoriodoctomy)	(2) Some tribes, like the Sabinys, still practice the ritual of female circumcision into which adolescent girls are forced.	(2) Girls are subjected to physical, mental, psychological and sexual pain with lasting impacts.
3) Early marriages	(3) Girls were forced to marry before reaching 18.	(3) Girls' rights to education, to free choice, and to normal physical growth are violated. Some are exposed to diseases, including HIV/AIDS.
4) Child sacrifices	(4) There are people who still believe in witchcraft. Sometimes they sacrifice their children with the hope that spirits will solve their problems.	(4) Children's right to life is violated.
5) Nomadic and forest based peoples.	(5) There are people in Uganda whose culture promote the nomadic and forest life. Some cattle keepers, like Karimajongs, and forest-based people, like Batwa, do not conform easily to dominant social-political structures.	(5) Unlike other children in other parts of the country, children in such communities do not have access to primary education.
6) Corporal punishments	(6) At home and in schools, children can be caned in order to make them learn.	(6) Caning leads to a violation of the child right to freedom from physical and psychological pain.
7) HIV/AIDS prevalence	(7) HIV/AIDS has an incidence on many children who are stigmatised and orphaned. Some head families at tender age.	(7) Their rights to association and participation are not fully enjoyed.

However, culture is not good in many respects: it can lead to violations of the rights of the child.

Economic context	**Keys issues**	**Effects on the rights of the child**
1) Poverty	1) There is biting poverty in most homes and at school. That is, parents are poor, schools are poor and therefore, children are poor.	1) Children lack the essential scholastic materials, sanitary pads for older girls, uniforms, etc. So children drop out of school, and their right to education is violated.
2) Child labour	2) Some people employ children to do some heavy work designated for adults; some parents keep their children at home to help them with work.	2) Working children are paid less, because their bargaining ability is limited. Therefore, their right to participate actively in their learning is being denied. Some are even physically and sexually exploited.
3) Indigenous or traditional education	3) The method of indigenous education was that children were learning by working with their parents on all sorts of jobs like gardening, trading, grazing, etc.	3) When children stay at home to work, it violates their right to formal education because they miss school.

The weak economic context in which children live and study often contributes significantly to the violation of their right to normal child development, their right to education, to decision-making, and other rights of the same kind.

Political context	**Keys issues**	**Effects on the rights of the child**
1) Contradictory messages	1) It is common for a political leader to say one thing, and another political leader issues a contrary message, e.g. the Minister of Education issues a circular banning the corporal punishment, but later a member of the Parliament asks teachers to cane pupils if they become big headed.	1) Children's right to be free from any form of physical violence is curtailed.
2) Weak law & policy implementation	2) The laws that prohibit corporal punishment, female physical violence, etc, as stated in the Children Statute, are not seriously implemented.	2) Violators of children's rights often go unpunished and this encourages others to violate children's rights even more.
3) Political conflicts (e.g. 20 years of LRA war)	3) There are political conflicts, in which boys have been forced to fight as soldiers, and girls have been raped or forcefully married by the fighting thugs.	3) A series of child rights have been violated, e.g. right to education, life, freedom, etc.
4) Weak resourcing of programs that promote child rights.	4) The Government introduced many programs, such as UPE, USE, ABEK for Karamoja, Complimentary Opportunity for Primary Education and Basic Education for Urban Poor Areas. However, there is a lack of resources to translate these programs into some working projects throughout the country.	4) Children's right to education is not promoted in a practical manner. For instance, children in some of these programs do not have meals, so they drop out of schools. Teachers who are paid meagre wages lack motivation to use innovative and child friendly methods that encourage the CRC principles. So no effective learning takes place.
5) Mismanagement and weak supervision of schools.	5) There is corruption, and consequently there are not sufficient funds to run schools. Therefore, there is a limitation regarding the provision of scholastic and other learning materials.	5) Children's right to proper education is not promoted. The right to basic necessities is denied.

Although there is a good political regarding the CRC, there are some political factors that make it difficult to promote fully the rights of the child.

Environmental context	**Key Issues**	**Effects on the right of child**
Harsh environment	Uganda's physical environment is constituted of forests, hills, lakes, etc. These make it hard for rural children to move freely to school. They are vulnerable to kidnappings and rape.	Children's right to free access to education is undermined. The Government has put alternative approaches to education provisions, but such measures are not very effective in promoting child rights.

The Interventions

In view of the above situation, the cultural, social, economic, political and environmental realities of Uganda clearly perpetuated violation of child rights in the country. For that reason, the *Child Rights, Classroom and School Management Program* was a timely intervention. Projects that have been implemented in Uganda aimed at dealing with some of the above hindrances. These projects aimed at reversing the perpetuation of child rights violation in the country.

The four projects were as follows:

(a) The first team from Uganda who participated to the Child Rights and School Management program was composed of: Mr Robinson Nsumba Lyazi; Ms Jessica Ssanyu and Ms Alice Sanyu Kafuko. They implemented a project entitled: "Raising awareness about CRC and improving the quality of education by involving major stakeholders in education". Their target groups were parents and the general community, including the local district, lower local council officials, teachers, students, and school management committee members.

(b) The second team from Uganda was composed of Ms Justine Winnie Nabirye, Mrs Beatrice Turyasingura and Dr Wilson Mande. Their project was: "Alternatives to corporal punishment in Ugandan schools". This project was piloted at the Buganda Road Primary School in Kampala. It aimed at sensitising teachers in order to make them stop the use of corporal punishment, and to use other alternatives instead. Pupils were also sensitised about their rights and responsibilities. So the target groups were composed of teachers, school administrators, district education officers, school policy makers and pupils.

(c) The third team was composed of Ms Merab Kariisa Rwomushoro, Mr George Stephen Mukasa and Mr Hannington Ssennoga Majwala. Their project was entitled: "Promotion of Child Rights Approaches in Education with particular emphasis on Child Participation in selected Schools". The selected schools were Kamwokya KCC Primary School and Kitante Primary School in Kampala; and also St Joseph's Secondary School in Kakindu Mityana districts. This project aimed at creating awareness among stakeholders on the importance of child participation, and the need for the creation of a child friendly environment in schools. Their target groups were head teachers, teachers, students, parents / guardians, members of school management committees and Board of Governors, and also some other stakeholders.

(d) The fourth team was composed of Mr John Tereraho, Ms Peace Atamba and Ms Justine Tumweboneire. They implemented a project entitled: "Child Rights Based Education: Increasing Learners' Participation and Creating Friendly Schools in Rukungiri District". The project aimed at increasing awareness about CRC in order to promote child participation, and reduce the use of corporal punishment in schools. The groups targeted included the Education Department Staff, head teachers and teachers, learners, parents, guardians, members of school management committee as well as community, civic, and religious leaders. This was done in selected primary schools of Nyakibale Boarding Primary School, Kasoroza day Primary and Kyatoko Primary School.

Plans / Strategies for Sustainability

In the light of the achievements attained so far, there are various plans to ensure sustainability of the program and also ensure that the multiple effect of the said plans are realised. The matrix below states briefly the achievements attained, the existing gaps that have been identified, and the plans / strategies for sustainability of the CRC program.

Achievements	**Gaps**	**Plans / strategies**
Increased awareness	The awareness program has not yet been spread to the whole country.	Spreading the plans to the rest of the country in phases.
Reduction of corporal punishments	Corporal punishment still exists in practice and in the Ugandan law books. There is still resistance to its banning.	– Harmonisation of the law – lobbying the authorities – more sensitisation.
Creation of child friendly schools	Many schools have not created child friendly schools.	There is need for more sensitisation in schools.
Increased participation of children during their learning process	There are still a number of schools which does not encourage the participation of children to their learning.	Refresher courses and in-service training of teachers and sensitisation of school management.
Increased involvement of stakeholders in areas where projects are implemented	There is still a lack of active involvement and participation of stakeholders.	Increased sensitisation of stakeholders.
Improved teaching methods	Still missing in some schools	Refresher/in-service training for teachers.
Establishment and strengthening of school councils	Such councils are not set up in most schools, and there is a problem of role-conflict where they exist.	Need to segregate duties between school councils and prefects.
Multiplier effect for more training of change agents and advocates for CRC	The number does not adequately cover the country.	Need to train more change agents.
Creation of the Ugandan Change agents' coalition	This is not fully operational	Need to formalise the coalition and focus on networking at the regional basis.

Challenges (*regarding the implementation of the CRC in the Ugandan cultural context*)

(i) The scope of the projects on child rights was limited. There is a big challenge with regard to the application of these projects to the rest of the country.

(ii) High level of poverty still persists. This explains the ineffective implementation of child rights in the country, because in situation of extreme need, people end up violating child rights.

(iii) Incurable diseases, such as HIV/AIDS, affect many children. Consequently, many of them become orphans who cannot enjoy their rights, like other children do. Some orphans manage their home, they drop out of school, and those who are infected get stigmatised.

(iv) HIV/AIDS has led to an increased number of dependents in many homes. In fact, people are overburdened since they have the duty to look after orphans of their dead relatives.

(v) The implementation of laws that uphold child rights are always ineffectively implemented.

(vi) There are new issues that complicate the promotion of child rights. These include child trafficking, drug abuse, especially among those who live in crowded slum areas.

(vii) There is a misinterpretation of child rights, because some parents think that promoting child rights takes away their parental role and authority regarding the raising of their children.

(viii) There are limited financial resources, but also limited time, limited human resources and facilities.

(ix) Cultural and religious beliefs that undermine child rights are still persistent, and they are present in the mind of elder people.

(x) There is a problem with regard to contradictory messages given by politicians, and also those stated in law books. For instance, as to the corporal punishment in schools, it is still one of the punishments according to some Ugandan law books.

(xi) There is still a poor learning environment, because of teachers' limited innovativeness, teacher-centred methods, and large classes.

Sustainability

(a) Change agents must continue the sensitisation on child rights.

(b) The Ugandan Change Agents Coalition must be strengthened.

(c) The use of local languages should be encouraged in lower primary schools in order to empower children, especially those living in rural areas. This would be a better way to grasp child rights issues.

(d) There is a need to support Government programs aimed at alleviating poverty.

(e) There is a need to advocate for the mainstreaming of HIV/AIDS education in all school activities.

(f) It is necessary to lobby the Government in order to spread the HIV/AIDS program to all schools in the country.

(g) It is necessary to lobby the Government for the mainstreaming of child rights education in teacher training institutions.

(h) Funds should be mobilised in order to facilitate the promotion of child rights education in the country.

(i) Lund University should be lobbied in order to train more change agents from Uganda, because the 12 people who have been trained so far can only make a small drop of change in a very big ocean.

(j) An intensive networking should be carried out, especially with NGOs, so that the voice about child rights in the country gets even louder.

(k) There is a need for a continuous mentoring and monitoring of the training of change agents.

(l) Partnering with other actors is an important tool.

(m) There is a need to use systems in place, such as monthly meetings.

(n) It is important to keep on building and using the existing structures.

(o) Borrowing the good practices from other countries, for example the Pupil Parent Teacher Association (PPTA).

(p) Lobbying the Government to provide logistics for the CRC.

Conclusion

All in all, it must be recognised that the Ugandan teams started off quite well. Despite the challenges, a certain impact has been felt. Since the change is gradual, we see a lot of hope for child friendly Uganda. In conclusion, the Ugandan change agents are committed to forge a way forward in order to achieve a quality education for all.

Vietnam Post Conference Report

Ta Thuy Hanh, Bui Thi Kim, Nguyen Thi Kim Hien, Ho Thi Thanh Ha, Nguyen Xuan Hai, Nguyen Thi Thanh Lan, Tran Thi Khanh, Dang Quang Tinh and Nguyen Dang Binh

1. Background information

Vietnam is the second country in the world and the first in Asian countries to ratify the UN Convention on the Rights of the Child (UNCRC).

Vietnam has an impressive record of development: the average GDP increased of 7.7% during the period of 2002-2007, and the poverty has been reduced from 58% in 1993 to 16% in 2006. However, socio-economic problems still remain. New problems have emerged, and they reflect the major economic and social changes. These include the growing economic gap between the rich and the poor, and between rural and remote areas and urban areas. There is still a problem of inequality and disparity, leading to growing concerns regarding negative effects that this can have on the rights of children belonging to the most vulnerable groups (children living in remote areas, children belonging to ethnic minorities, those contaminated by HIV/AIDS, orphans, children with disabilities, child labourers, children subject to violence and sexual abuse, street children, migrating and trafficked children...).

Although Vietnam ratified the convention many years ago, the knowledge on the CRC among the public in general, and among teachers and children in particular, is still limited. Therefore, understanding and respect for child rights is problematic. The knowledge and experience initiated by the training program encouraged course participants, in their respective positions, to initiate a dialogue and discussion with relevant stakeholders in order to increase their understanding of child rights and create opportunities for children to exercise their rights.

Vietnam has 10 participants in 4 batches (Batch 2, 3, 6 and 7) that have attended the Child Rights and Classroom Management Program conducted by Lund University and SIDA. Most of us are from Hanoi, the capital of the North of the country. All three levels are represented by the team officers at the Ministry of Education and Training (MOET), the Department of Education and Training (DOET), Universities/Teacher Training Colleges, headmasters, district/city education officers, teachers, local NGO directors and INGO programmers. One of the teams also has one participant from an Official Publishing House that initiates new ideas on books highlighting the CRC in school books. Our teams in Hanoi have really good opportunities in terms of networking and organising meetings to exchange experience.

2. Outcome of pilot projects implemented by the Vietnamese change agents

After implementing the project for 4 years, the Vietnamese team gained a lot of success. The project has been implemented through a series of awareness raising workshops organised by change agents. This was done with the commitment of relevant stakeholders involved in the pilot projects and also the support of Government policies. The outcome of the project can be enumerated as follows:

- Increased awareness regarding CRC among children, teachers, parents in the schools where the project was implemented;
- Adults in schools and communities listen to the voice of children;
- There is an improvement regarding the teaching methods that are slightly more oriented towards child-centred approach;
- The child friendly school approach has been applied in project schools, and after that, it was introduced at the national level by the Ministry of Education and Training (MOET) and the Department of Education and Training (DOET);
- The pilot projects have changed the attitude and behaviour of adults towards children: there is more respect for children, less discrimination between girls and boys;
- The practice of corporal punishment has been reduced.

Impact of the pilot projects:

On the students:

- They feel more confident, active, and responsible for their own education;
- They have learnt how to listen and respect one another;
- They have learnt how to behave with others in a democratic way;
- Students make their voice heard and they are encouraged to participate in the decision-making process and in different activities;
- They are building their self-esteem and confidence;
- They are developing important communication skills.

On the teachers:

- Teachers listen and respect children's' rights. This leads to a reduced incidence of disruptive behaviour, laziness in study, truancy and vandalism in classroom/school.
- Teachers and students have a closer relationship, which makes the learning environment more effective and friendly.
- The teaching has improved because students are more active during their learning process. This gives them the opportunity to share their ideas in an open way.

Impact at the organisational and country levels:

- There is an increase with regard to the number of children in Vietnam that are learning about their rights and exercising them.
- There is increased knowledge, awareness, and understanding about child rights among teachers, school managers and education managers, parents in project areas.

3. Challenges

Despite all the opportunities and success that have been achieved, change agents identified the following obstacles and challenges:

- Limited scope of impact: most of the teams can carry out the pilot project in one school only, except one or two cases where the project impact is wider due to the nature of the work of change agents.
- Weak networking among change agents: change agents are working in different positions and institutions. It is difficult to find time to meet, discuss and share experience as well as to exchange ideas regarding the project.
- The tight schedule at school does not allow activities to be implemented. Most of training workshops are conducted during the evening or weekends, therefore the participation of stakeholders is limited.
- Lack of support from high ranking officials in governmental institutions: there is a limited understanding of the benefit of child right activities among these officials, and therefore change agents face problems to squeeze child right activities in their heavy work schedule.
- The fact that there is no budget for project activities is a hindering factor (printing of materials, children's activities, etc.).

4. Future Plan networking for sustainability

After taking into consideration the successful achievements and challenges mentioned above, change agents have discussed the matter of sustainability of the CRC through the promotion of activities. They have agreed to make better linkages with the application of the plan explained below.

To improve weak linkages among change agents:

- Select the Team Coordinator: Ms. Nguyen Kim Hien is selected as the Team Coordinator and Ms. Bui Thi Kim is appointed as the Assistant of the Team Coordinator; Mr. Nguyen Xuan Hai is responsible for IT issues;
- Close cooperation with the regional network named "CRC Garuda" and with other countries like Indonesia, China, Laos (creation of a mailing list, a blog on CRC Garuda, fund raising to organise regional workshops…);
- Organisation of face to face quarterly meetings in Vietnam;
- Organisation of weekly sessions in order to share information among Vietnamese change agents (emails, telephone…). Ms. Nguyen Kim Hien is responsible for creating the group mailing list of the CRC Garuda VN;
- It is also important to keep a close contact with change agents of other batches, including change agents from Ho Chi Minh City, in order to promote the learning process and widen the impact of pilot projects.

To find resources for activities:

- Fund raising for joint projects (the responsible for the first project is Ms. Ho Thi Thanh Ha, who will contact the US and UK embassies to seek the possibility for getting financial support from these agencies. Ms. Bui Thi Kim and Ms. Ta Thuy Hanh will work together to write a proposal. All team members are responsible for the implementation of the joint project when funds are made available).
- Improvement of the lobbying with MOET, DOET officials in order to get support for rolling out project activities and impact.

To expand the scope of impact:

- Change agents are stimulated to incorporate and integrate project ideas in their day-to-day work.

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Nguyen Xuan Hai – Teacher of the National University for Education.
Nguyen Thi Thanh Lan – Teacher of Giang Vo Secondary School.
Tran Thi Khanh – Head of Department for the Foreign Languages Editorial Textbooks.
Dang Quang Tinh – Expert of Science, Technology and Environment Department.
Nguyen Dang Binh – Teacher of Co Nhue Secondary School.

Zambia Post Conference Report

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Introduction

As Zambian change agents, we have greatly benefited from the Impact and Dissemination Seminar. It helped us realize that we are part of a wider world community who keeps fighting for the child rights. We learned that different challenges and socio-cultural contexts require different approaches for the implementation of successful projects.

Strategies for Disseminating the Experiences Gained So Far

- Holding a dissemination meeting to which key stakeholders would be invited.
- Preparing a report on CRC projects that are carried out in schools. The report would be widely distributed by the Ministry of Education.
- Dissemination of information through the media, traditional leaders and other key stakeholders.
- Participating to child rights seminars/conferences organised by other stakeholders.
- Each team member would give information about the projects to others that are within their sphere of influence.

Networking

The importance of networking cannot be overemphasized. It should enable team members to inform each other about what they are doing, and challenges they could face. This should also be a tool to plan the future. Furthermore, it could enable participants to provide support to one another.

Future plans

The various teams will come together to form a network aiming the promotion of the CRC in Zambia. The network will:

a. Encourage the work of change agents with organisations involved in the promotion of the CRC.

b. Ease the communication through e-mails.

c. Register the association of Change Agents.

d. Enable the Zambian teams to become part of a regional network which was mooted during the conference. Two members from Zambia namely, Mr Athanasius Mulenga and Mrs Tabeth Chisanga, will represent Zambia on the regional network. Since the proposed regional network consisted of Southern African countries, it had been suggested that the network should be called "Southern Africa CRC Change Agents Network". The suggested objectives of the network consist in:

- Sharing knowledge about the CRC in member countries through joint meetings.
- Researching child rights issues.
- Promoting child rights.

Opportunities for Expanding Child Rights Work

The opportunities for Zambia to keep on implementing the CRC on a country-wide basis are various. Some of these are:

- The enabling environment and the existing structures in the Ministry of Education constitute a great opportunity for the Zambian teams in the furthering of the CRC implementation.
- Involvement of a Change Agent at Room to Read – Zambia was a great opportunity for support.
- Some change agents occupied influential and managerial positions at all levels of the Ministry of Education (school, district, provincial and national headquarters). This made it easier for team members to communicate effectively and therefore reach a top level in the management of support search.
- The ministerial statement made in Lusaka on 16th of December 2008 (quoted below in part) confirmed the importance attached to the CRC by a higher level authority. This statement can be partly quoted as follows:

> *". . . Another area that I would like all of you to address very seriously in the new year is the issue of children's rights in education."*

The ministerial support should greatly ease the work of the Zambian team in implementing the CRC.

Challenges

- Some teachers kept on using teacher-centred learning methods instead of child-learning ones. The Zambian system of education was examination-oriented, and teachers concentrated on completing the syllabus at the expense of child participation in classrooms, especially with regard to examination grades at 7, 9 and 12.
- Cultural practices and beliefs, such as the beating of children, child marriage, initiation ceremonies and the idea that children are supposed to be quiet in presence of older people, hindered the progress of the CRC implementation.
- Poverty and child-headed households constitute a problem since older children often had to drop out of school, and work in order to support their family.
- The lack of funding constituted a problem. This funding is necessary for the transport of practitioners for the monitoring of activities in various schools. The funding to roll out the programme is difficult to come by.
- Change agents have a tremendous task, since they are in charge of sensitising many schools in the country on child participation and the use of corporal punishment in schools.

Specific Needs

- The development of the capacity of Zambian change agents would have been essential in terms of strengthening of the CRC implementation.
- There was a need for the designing of an effective monitoring and evaluation tool regarding CRC programmes conducted in Zambian schools.
- Training of other change agents from other provinces (i.e. Eastern, North-Western, Western, Luapula, Central and Southern) would have been necessary.

Plans for Sustainability

The Zambian delegation underscored the fact that the sustainability of CRC projects was an important key in making the current interventions meaningful and fruitful. It was therefore important to devise strategies that would ensure the sustainability of CRC activities. Thus, the plans consist in:

- Continuing sensitisation of key stakeholders, such as learners, parents, local communities, MoE administrators and Standards Officers in Child Rights.
- Integrating the CRC in the curriculum of colleges and universities.
- Training Education Standards Officers with regard to CRC in order to enable them to monitor it effectively.

- Enhancing institutional creativity at each level.
- Using the radio, print and electronic media in order to disseminate information on Child Rights both in English and in local languages.
- Researching trends in child rights, and using findings to inform on program design and implementation.
- Designing activities through the Continuing Professional Development (CPD) to make the CRC become a reality.
- Encouraging and supporting the formation of active child rights clubs in schools.
- Supporting and strengthening Children's Parliament.
- Developing an effective and efficient Monitoring and Evaluation (M&E) system.
- Facilitating the establishment of Zonal, District and National Councils.

The Way Forward

- All stakeholders should put the ministerial statement into action with regard to their own spheres of influence.
- With the support of the Ministry of Education in partnership with Non-Governmental Organisations (NGOs), change agents should intensify sensitisation campaigns on the formation of class and school councils.
- Change agents should lobby the Ministry of Education with regard to the editing and printing of the booklets called "Discipline without Corporal Punishment" and "Guidelines on the Establishment of Class and School Councils".
- Change agents should request the Ministry of Education to provide funding for capacity building of stakeholders at all levels in the establishment, implementation and sustainability strategies of the CRC activities in schools.
- It is necessary to establish and sustain networks, both at country and regional levels, with key potential partners such as government departments involved in child rights issues, the Human Rights Commission, organisations (such as Women in Law, etc) at national and international levels. It is also important to sustain and improve the networking within the group.
- It is important to document best practices.
- It is necessary to request Lund University/Sida to consider the inclusion of members of Non-Governmental Organisations and Special Education Needs specialists among those selected for future training in child rights.
- Change agents should meet to draw up an action plan.
- Lobbying the organisations and the Government to obtain funding is also crucial in order to carry out some CRC activities.

4. Analysis and reflections

Per Wickenberg, Agneta W Flinck, Ulf Leo, Bodil Rasmusson and Bereket Yebio

4.1 Introduction

In this chapter we as mentors and teachers make the following interpretations and analysis from our own experiences and academic disciplinary perspectives.[4] The overarching aim here is the country reports. In our own right, we analyze, reflect on, and summarize our participating countries' *Final Country reports* (see Chapter 3 above), which were elaborated and written by the country teams at the very end of the Follow-up Seminars in Bangkok. The authors are, of course, fully responsible for this text and also for all the conclusions drawn.

We combine the analysis and reflections using material and texts from the different country teams' *Final Project Reports* after completed the first year of the training programme. We also use notes and reflections from our own *Mentor Reports*, written over the years when visiting the different participating teams in their home countries and own educational contexts. During these 6 years of work in the CRC Programme with 9 batches in training (batch number 10 started in May and number 11 in September 2009), the mentors have made 63 field visits and 9 follow-up seminars in as many countries; including school visits – that makes 73 field visits and a lot of experiences. Some field visits were added during summer 2009. At this stage of the training programme the mentors thus have together gained a lot of experiences of the local work done in projects and schools in 25 countries all over the world. The progression of the international training programme, ITP – it has now reached a critical mass of participants in many countries. The mentors have met the participants more than 3 times – in some cases 6 or 7 times during this training programme.

This is not always a complete picture of what has happened in relation to implementation of CRC in the respective countries. The analysis sometimes covers the country as a whole and sometimes only a small part of a big country, depending on the size of the country and on how many teams have taken part in the programme. Nevertheless the mentors have gathered a great amount of important empirical material on what has been tested, elaborated, applied and done during 6 years in those 25 participating countries and their 90 participating teams.

4 The writings are a joint undertaking by the mentors/authors consisting of individual reflections and analysis drawn from a common theoretical basis described in the Introduction above.

Points of departure

In the analysis three levels of education in society – connecting to the recruiting principles for the three participants forming the country teams in this ITP – have been used as one of the starting points: *the local school and community level*; *the provincial/regional level*; and *the national/state level* in society.[5]

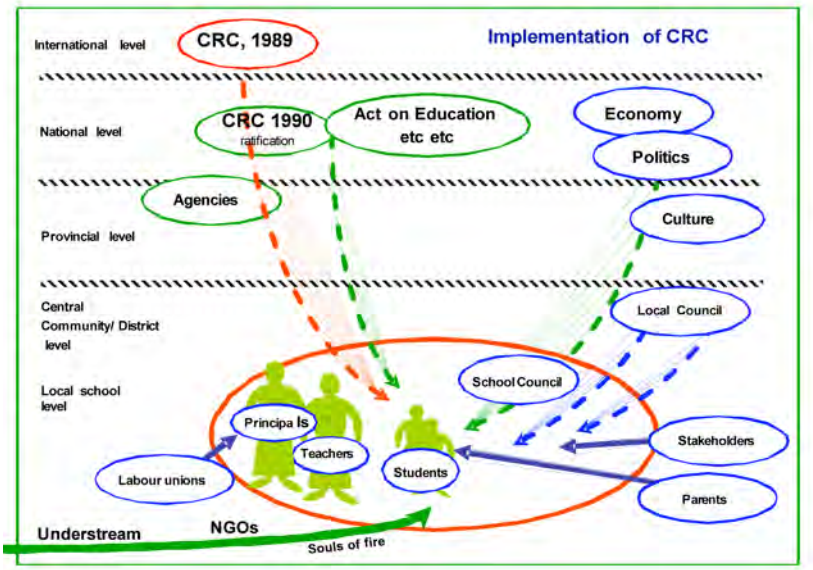

Figure 1. Implementation of CRC at three levels: National/State; Provincial/Regional, and Local School level (elaborated after Wickenberg, 1999/2004).

The figure above is a help and support in the understanding and analysis of the processes of the implementation of CRC in education on different societal-administrative levels and contexts in different countries in this ITP. When starting to implement some new ideas and policy documents on the very local level of society, you will soon find out that you already have existing social norms and dedicated people (souls of fire) and committed organizations (e.g. NGO:s) working on the issue at hand (forming the local Under-stream). The question is what is happening and has happened on each level regarding CRC in the education sector when the projects in this ITP have continued over the first year of the project in the training programme and then onwards? As mentioned in chapter 2 (above) changing norms (legal and social norms) can be seen as *a key feature of capacity building* and the empowerment of excluded groups, as they are an important steering mechanism towards values, behaviors, attitudes and action patterns in the society. In this chapter the mentors use, in the analysis of the countries and projects, the

5 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, are very contextual. The same goes for Provincial and District levels in different countries.

well-known 3-Ps – *participation, provision and protection* – as another point of departure and basis for organizing the material from the 20 participating countries[3]. These three categories of Ps are usually attributed to Eugene Verhellen.[6] The mentors screen and describe the countries with the CRC-3P-glasses and provide a lot of concrete examples from different countries in the ITP on Child Rights Implementation in Schools and Education systems.

4.2 Progress on Implementation of CRC

In this part the mentors reflect upon and analyze the 20 countries that participated in the Bangkok Impact Seminar and their country progress reports regarding the work done on different administrative levels: the local school and community level, the provincial or district level and the state or national level (see also above: Chapter 2, 3, 4.1. Introduction). The mentors here use the 3-Ps as a basis for identifying changes in the direction of CRC on different administrative levels (following Verhellen etc) as the analytical framework. We start at the local level because almost all the teams have worked at one or several schools at the local level on concrete projects involving children/students, teachers, headmasters, parents and local community. This means that the changes at this level are the easiest to identify and describe. It also means that these projects will be directly beneficial for the child. We have also found some interesting examples of participants project work at the other societal-administrative levels (see further below).

4.2.1 Implementation at the Local level

Participation

At local school and community level in projects in Tanzania, Indonesia, Uganda, India-Kerala, Zambia, Colombia, Namibia, Egypt, Malawi, and Vietnam the mentors have experienced some interesting examples of participation such as *school and class councils* that have been established and have functioned for some years. The introduction of child-participative innovations of established organizations (PTA) now called *pupils-parents-teachers-associations* (PPTA) in India-Kerala is also noteworthy. Parents have been involved in many different ways – in training on children's rights and in projects for change. Another example is *Child Rights Clubs* (CRC Clubs) in Ethiopia or Children's Parliament in Sri Lanka and India-Kerala where children organize themselves often with some support from teachers. Children have been given opportunities to express themselves in many different ways – through drama, poems, drawings, dancing and festivals sometimes arranged during *CRC-days,* which involve the whole school and community (Colombia, Namibia and Vietnam). There are also examples

6 See above in Chapter 2.

of how children have been involved in *creation of new school rules* (Uganda, Indonesia, Tanzania, and Vietnam). Other concrete examples are the initiatives and contacts between the local (self) government and the schools to support the school and the work with CRC. Another observation is a direct relationship between active participation of school children and their performance. In a rural district in Uganda, the number of children passing the national exam for grade 7 (Primary 7) increased the year the pilot project was implemented.

Protection

The mentors also found excellent project examples of protection in Indonesia, India, Tanzania and Uganda such as banning corporal punishment in schools and districts as well as stopping early child marriages in projects in Ethiopia and child trafficking in Colombia and Malawi. In Kenya efforts are being made to find alternatives to corporal punishment. In Colombia, there are examples of protecting children from family violence and abuse, in close cooperation with the local community. In Jordan and Malawi, projects have been initiated to create awareness of and protect children from violence in homes, on the way between home and school and in schools. Building shelters and improved toilet facilities, aims at protecting children's health, in Malawi.

Provision

In India there are examples of changes regarding provision – school feeding projects, young girls in small villages taking own initiatives for younger girls in after-school-activities in reading and writing (girls that missed school due to family work and baby caretaking etc.) and building resource centers in Sri Lanka. Another example of provision is the work done in the change project over some years in Kerala (Wayanad district). They have made real efforts *in including* the children in tribal areas – as also in Laos – and succeeded in getting the children to the primary school that is to have *access to education*. One of the ways – apart from concrete efforts on infrastructural work like school buildings, textbooks in mother tongue language and educated teachers – was to invite the local community and their leaders to the school, and also make visits and hold meetings in the local tribal villages. In this way they begin starting multigrade classes with one teacher and quite a few students in remote areas, and arrange special education forms for tribal children (like a small classroom in a big tree built by the male parents of the tribal children, or support the involvement and participation by female parents in cooking food for lunch in remote schools). One change connected to CRC could be the share of tribal area children registered in school. Another could be the share of (new) built or established schools in tribal areas or/and the number of textbooks printed and distributed in the mother tongue or number of participating parents in rural tribal areas. This also includes participation and protection. Through participation you are creating conditions for improvement in provision and protection. This is similar to the example of a government school in Afghanistan when the participation of the students in the active school council created a great responsibility for vulnerable

children in the school. In Malawi, opportunities are provided for pregnant teenagers to return to school after delivery.

Changing norms (legal and social norms) – as parts of capacity building regarding CRC in education – are an important steering mechanism towards values and behaviors in the society. In a forthcoming research project the mentors also intend to study the changes in social norms at the local level – in schools (students, teachers, headmasters, staff etc) and in the local surrounding society (parents, community members, local politicians etc). Which are the norms supporting actors and structures and furthermore which are the driving forces behind changes in or maintenance of norms?

4.2.2 Implementation at the Provincial level

This level, which is between the very local schools or community level and the national or state level, is different in most countries although the mentors have tried to identify and describe examples from our teams and countries. Implementation of CRC in teacher training and in service teacher training– including all the 3 Ps – has been conducted and is going on in many countries on this meso level (in between) like in Sri Lanka, Zambia, Indonesia, Uganda, Malawi, China/Inner Mongolia, Ethiopia, India/Kerala, Colombia, Egypt. There are also some examples of the development of teaching/learning material and textbooks and different information campaigns.

Good and relevant CRC-changes are initiatives for seminars and conferences on Child Rights organized by the district or provincial level actors and institutions (organizations). Furthermore, the formulation of action plans for implementation of CRC in education/schools are other indications here asare initiatives for in-service training in CRC for teachers, headmasters, parents and education officers. Other examples at this level are initiatives in network building with headmasters working with implementation and application of CRC in their schools. Other changes in CRC could be the contacts with NGOs in this field (Child Line, Save The Children, Hurinet etc) and with the local PTAs in the district/province. On this level the mentors have seen new handbooks for teachers and headmasters on the steps, theories and methodologies in introducing CRC in the district/province: on Class and Schools councils – Zambia; handbooks on CRC as such for schools – Kerala/India; mini-textbooks modules on CRC Convention – Indonesia; signs for the schoolyard with information in short for all at school about the most important parts of CRC in Kerala/India and material for pre-service teacher education in Ethiopia.

4.2.3. Implementation at State or National level

All participating countries in the Sida International Training Programme on CRC (25 in total and 20 at the Bangkok Impact Seminar) have as sovereign states ratified the UN Convention on the Rights of the Child. Most of them did so immediately after

the Convention was adopted by the UN General Assembly (November, 1989). Many of the countries have completed or started ambitious work on legal changes in laws and curricula (Colombia, Uganda, Zambia, Namibia, India, Tanzania and others). It is, however, well known that ratification is not the same as realization of the Child Rights Convention. It is a common feature in all countries that CRC is still mostly rhetoric. A lot of measures have to be taken to interpret and realize the intentions of the CRC at all levels in society. Still, it is possible to find some political ambitions of the states or nations. One of those concerns Corporal Punishment (see below), curricula, national examination policies, and organization/decentralization. Few of the projects for change have taken their point of departure at national/state level, but many of the teams have established contacts with and influenced key persons and/or institutions at national/state level. Many of the teams have included participants representing this level, which means that they have opportunities to influence and make changes in their professional positions. Examples of this are South Africa, Zambia, India[7], Tanzania, Ethiopia, Laos, Uganda, Indonesia, China/Inner Mongolia, Sri Lanka, Mozambique, and Malawi. To understand these experiences in this special context, the mentors have found it useful to relate them to more global facts or indicators of change used by international actors like Unesco and UNICEF.

Child Friendly Schools is a concept and application of how to implement CRC in many countries *using the 3 Ps (participation, provision and protection).* Some of the participating countries like China, Sri Lanka, Indonesia, Uganda and Jordan are working with Child Friendly Schools (CFS) – some of them in collaboration with the theme of CFS used by UNICEF in many parts and countries of the world. Changes are also noticed in some countries' national curricula and education policy supporting the active participation by students and youth in the education processes and systems. Using the annual Yearbook of Statistics on CRC (2009) edited by UNICEF one can find that the participating countries are somewhat different regarding *the provision* or access to and attendance at schools – especially *provision of* primary education – for girls and boys.[8] In this overview and all the facts in it, one can realize that the situation for chil-

7 E.g. India: THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT, 2009. The "The Right of Children to Free and Compulsory Education Act, 2009" has been notified, after receiving the assent of the President. Article 21-A, as inserted by the Constitution (Eighty-sixth Amendment) Act, 2002, provides for free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such manner as the State may, by Law, determine. Consequently, the Right of Children to Free and Compulsory Education Act, 2009, has been enacted by the Parliament. The Act received the assent of the President on 26th August, 2009.

8 *The State of the World's Children 2009. Unite for Children*, UNICEF 2009 (December 2008). *The State of the World's Children 2009* calls on governments, donors, civil society and other stakeholders to unite for child survival and commit themselves to ensuring that the health-related Millennium Development Goals (MDGs) are met. It identifies some pivotal actions at the macro level that urgently require a unified response. The State of the World's Children 2009 is also available this year in regional editions. Using the framework provided by the global report, these editions explore the topic of child survival from a regional perspective. The regional editions aim not only at contributing to a better understanding of key issues for child survival in a particular region but also at encouraging broad public debate. Using Table 5. Education (pp- 134-137). *Definitions of the indicators: Primary school net attendance ratio* – Number of children attending primary or secondary school

dren is rather complex and thus complicated. We try here to summarize some of the most important facts from this annual report on the Child from UNICEF. The table "Primary school net attendance ratio (2000-2007) net" for the 20 participating countries in Bangkok:

Country/State	Female	Male
China	-	-
Colombia	92	90
Egypt	94	96
Ethiopia	**45**	**45**
India	81	85
Indonesia	95	94
Jordan	99	99
Kenya	79	79
Laos	77	81
Malawi	88	86
Mozambique	**57**	**63**
Namibia	91	91
Peru	94	94
Rwanda	87	84
South Africa (1)	83	80
Sri Lanka	-	-
Tanzania	75	71
Uganda	82	83
Vietnam	94	94
Zambia	**58**	**55**

Figure 2. "Primary school net attendance ratio (2000-2007)" (UNICEF, 2009)

From the table above, 5 countries out of 20 have more boys than girls attending the primary schools. 7 countries out of 20 have more girls than boys attending primary schools. 6 countries have the same ratio. 1 has no reported figures. One can also see that there are very big differences among the developing countries. The variation is between 99 percent of attendance and 45 percent. All this will of course make a big difference and form quite another framework and context in the country when working on implementation of CRC in schools and education. This is very important to keep in mind when reading or studying the results of different countries in this ITP on CRC. The heavy and relatively large importance of the social, economical, technological, historical context and background of each country.[9]

Many states have started national campaigns to achieve Children's Right to Equal Protection. In the country reports there are several good examples of activities by the participants at the national/state level aiming at different aspects of *protection*: corporal

who are of official primary school age, expressed as a percentage of the total number of children of official primary school age. Notes: (1): Data refers to years other than those specified in the column heading, differ from the standard definition or refer to only part of a country. Such data are not included in the calculation of regional or global averages.

9 In this development context it is very informative and enlightening – and also encouraging – to study the website "Gapminder" which you can find here: http://www.gapminder.org/

and others forms of humiliation, violence and punishment in schools, early childhood marriages, child labor and child trafficking. It is however well known that ratification is not the same as realization and implementation of the Convention. It is common knowledge in all countries that CRC is still mostly rhetoric on the national/state level. A lot of measures have to be taken to interpret and realize the intentions of the CRC at all levels in society. Still, it is possible to find some indicators of the political ambitions of the states. One of those concerns Corporal Punishment.

On the state or national level it is interesting to use the Law on prohibiting Corporal Punishment (CP) as a clear *state indicator of protection*. That is the state's political ambitions of *fully implementing CRC* on this level ("The right of the child to protection from corporal punishment and other cruel or degrading forms of punishment", CRC, arts. 19; 28, para. 2; and 37, inter alia). This is an evident and fully recognized obligation by all member states that have ratified the Convention on the Rights of the Child (CRC). All our participating countries in this ITP (25 countries/states in total) have for some time ratified the CRC.[10]

Trying to this often discussed issue (CP) in the training programme, it is of importance in this context to look at the recently published "Ending legalized violence against children, following up the UN Secretary General's Study on Violence against Children".[11] One could note that only 23 states worldwide (of 197 states that ratified CRC so far) are states *with full prohibition in legislation* (i.e. prohibited in the home, in schools etc.). Most of these 23 countries are in Europe and within the European Union (EU) not counting the UK, Czech Republic and Ireland. Outside the EU and Europe the following states *have full prohibition in legislation*: Costa Rica, Israel, New Zealand, Uruguay and Venezuela.[12] Of the participating developing countries (25 so far – soon 26 – but in Bangkok: 20 participating countries) it is notable that *none* are on this complete list of prohibiting states – so far. But two participating countries in this Post Conference report are states *committed to full prohibition* (according to governmental public commitments, September 2008): Peru[13] and Sri Lanka[14]. The following state

10 The *UN Committee on the Rights of the Child* published its concluding observations following its 50th session in January 2009. The Committee consistently expressed concern at the legality and use of corporal punishment in homes, schools and other institutions. The Committee recommended prohibition together with awareness raising and public education. The *Committee on the Rights of the Child* held its 51st session in May/June 2009 and examined the following states: *Convention on the Rights of the Child* – Bangladesh, France, Mauritania, Niger, Romania, and Sweden.

11 *Global Report, 2008* – published by *Global Initiative to End All Corporal Punishment of Children* and *Save the Children Sweden* and partly financed by Sida (The Swedish International Development Agency). For further information on this Global Initiative: See www.endcorporalpunishment.org – and for further information about the UN Secretary General's Study on Violence against Children (Oct, 2006): see www.violencestudy.org

12 Nepal (2005) belongs here – prohibited by Supreme Court ruling but not fully reflected in legislation.

13 In Peru: Congress has pledged all party support for prohibition (December 2007); legislation which would prohibit in all settings under discussion (2008). Prohibited in Peruvian schools by Decree but not in law.

14 In Sri Lanka prohibited by ministerial circular, but not in law. Afghanistan and Bangladesh with teams in this ITP between 2003-09 are also in this category but they did not participate in the Bangkok Impact Seminars.

have a *legal reform in progress* but no explicit commitment to full prohibition: South Africa and Namibia.

Regarding our search for CRC-changes in this part, it is also of value to note that the following 15 states of our ITP on CRC present in the Bangkok Impact Seminar have *prohibited CP in schools*: China, Colombia[15], Ethiopia, India[16], Jordan, Kenya, Laos, Malawi[17], Mozambique[18], Namibia, Rwanda[19], Uganda[20], Tanzania[21], Vietnam[22] and Zambia[23]. The conclusion regarding *the state level* is that there are clear *indications* that the CRC is not fully implemented – so far – in most of the participating countries on the state level. However, the states have shown concrete and legal ambitions regarding prohibiting corporal punishment *in schools*. That could be one *indicator of a start* of implementing CRC in the country as such. Sweden, for example, did it this way starting with banning CP in schools (1958) and then continued for two decades on the social work for legal actions on CP encompassing the whole of the society. Many professions and individuals were involved, like teachers, parents, women's organizations, Child Organization (BRIS) and political parties. The efforts ended up in a new law or code on full prohibition of corporal punishment in all settings (1979). [24]
T T T – Things – or Changes – Take Time.

4.3. Discussion and Conclusions

Finally, and at the end of this joint and compiled article, based on experiences we try to map all our conclusions and findings, based on the ideas from one of the Bangkok keynote texts: "Institutionalizing Child Rights: Contending Cultural Perspectives " written by Göran Hydén, University of Florida (2009). When elaborating these steps Hydén

15 But corporal punishment resulting in injury is prohibited.

16 Prohibited in 8 states in India and among these: Kerala. India: National policy on Education recommends prohibition. 2005: National Plan of Action for Children includes goal of prohibition in schools. Right to Education Bill (2005) would prohibit but as March 2008 not in force. The Right of Children to Free and Compulsory Education Bill introduced in December 2008 in the Rajya Sabha was decided upon in August 2009. Clause 17 states that "No child shall be subjected to physical punishment or mental harassment", and indicates that anyone contravening this "shall be liable to disciplinary action under the service rules applicable to such persons".

17 Prohibited in Constitution.

18 Prohibited by government directive.

19 Legislation in preparation (2005).

20 Prohibited in state schools by ministerial circular; possibly prohibited in Education Bill (May 2008). Recommendations have been made to include prohibition (on prohibition in the home) in draft Child Law (May 2008).

21 To be commented upon. Waiting for facts. Seems to be no law etc.

22 To be commented upon. Waiting for facts. Seems to be no law etc.

23 But no explicit prohibition; prohibited in draft Constitution (May 2008).

24 Started in schools with prohibition in 1958 (in the Act on Education, Folkskolestadgan, January 1st, 1958) and then later it was completed with the fully legal work by a law and achieved full prohibition in society in 1979 (Parenthood and Guardianship Code, amended March 15th, 1979, article 1).

writes: "Using the "talk-walk lingo" of international development workers, the process can be summarized in the following way":

Figure 3. One step does not make a path. From human rights consciousness to sustainable implementation.

Under the five headlines or steps (A-E) the following key words are elaborated by Hydén:

A) **Do the Talk – Raising consciousness:**
Learn the text, Reflect on it, Begin sharing your ideas…

B) **Talk the Talk – Truthful persuasion:**
Organize your ideas, Develop confidence in your persuasive ability, Make others listen and respond to your ideas…

C) **Do the Walk – Beginning implementation:**
Seek out people whom you can work with, Make them feel part of your network, Test the limits of change…

D) **Walk the Walk – Working Implementation:**
Get other groups to emulate your effort, Lobby authorities for change, Enjoy seeing others empowered…

E) **Securing the Path – Sustainable implementation:**
Organizing change agents in…, Continuous training/curriculum, Supporting symbols to tell the local society…

The keywords and ideas above and in the keynote text have been a screening and analytical device – as has the excellent work done by the teams in the participating countries – in the mentors' writings on the interpretation and analysis of the countries' Post Bangkok Impact Conference Reports on their progress in implementing CRC in Education and Schools at different levels of education in society. As a summary the mentors end up trying to use the model above just to illustrate where we can find some of the participating countries in relation to the 5 steps of progress in work. South Africa, Tanzania, India, Ethiopia and Sri Lanka have participants working at *national/state level* with assignment and opportunities to implement CRC in existing structures at national and provincial level. A variety of platforms are used for training of a lot of different target groups. Besides this some teams also have been developing methods on children's participation in local schools. In relation to Hydén's model one can conclude that the participants and teams so far are roughly between Step B (Talk the Talk) and Step C (Do the Walk).

Some countries have participants working at *national/state level* with assignment and opportunities to implement CRC in existing structures at national and provincial level.

A variety of platforms are used for training of a lot of different target groups. Besides this many teams also have been developing methods on children's participation in local schools. In relation to Hydén's model of 5 steps of progress in work, it is possible to conclude that many teams are so far roughly between Step B (Talk the Talk) and Step C (Do the Walk). Zambia and India/Kerala may be examples of participating countries which have reached between Step D and E at all three levels, particularly in the area of Participation. Colombia is at about Step B at the provincial/city level. These are examples of how this model could be used as an instrument for continuous monitoring of where the change process in any country is heading. Then there is the promising and new phase with *networking* by and between the participants – change agents – in many of the countries. That is one of the most important steps and a precondition for the last step: Securing the Path – Sustainable implementation.

Summing up

In the analysis of the examples from the different countries' and teams' project for change work, the following have been noted and experienced: Firstly, that the dissemination of CRC has happened horizontally on the local level i. e. outward from the pilot project, partly to other schools and partly to the local community as such: parents, families, politicians, organisations and the media (see figure 4 below). This dissemination is called *the horizontal primary dissemination*. Here, the local newspapers and television play an important role for the dissemination of results and the ideas behind CRC in schools and education.

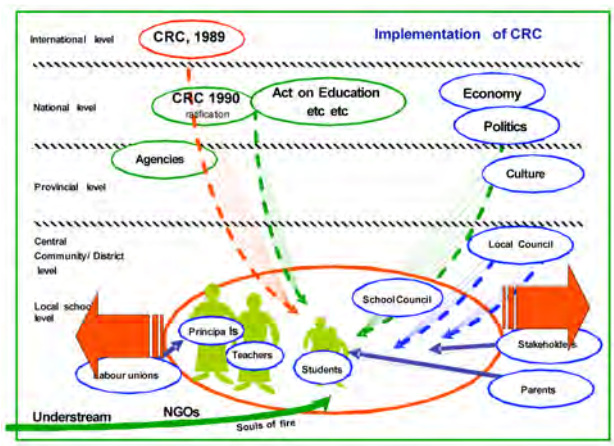

Figure 4. Horizontal primary dissemination on the very local level.

Secondly, there is a *vertical primary dissemination*, i. e. a movement upwards as an example of " bottom-up" dissemination to a district or provincial level (see figure 5 below). On this level, educational administrators (officers) and politicians have been reached by

or have adopted the fundamental ideas and the principles behind or in CRC and have realized the need – or felt the social and/or moral pressure – of a wider implementation, in concrete forms within the educational system on their organisational (district/provincial) level. Also in this process of change – or above all here – have media activities and coverage played anincredibly important role in the dissemination of the ideas and the successful results.

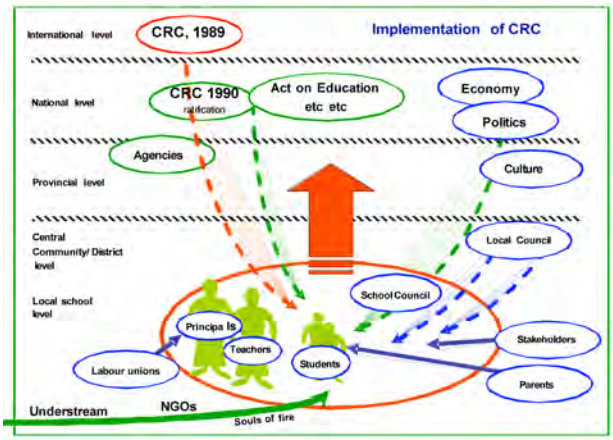

Figure 5. Vertical primary dissemination to the provincial (district) level from the local level.

Thirdly, ther are several examples of extending experiences and ideas within and/or between districts or provinces. This has in turn led to changes of basic or further training of teachers. Furthermore, one has created new textbooks and teacher training on this level, which in turn has led to a new dissemination of CRC in schools in new districts or provinces (see figure 6 below). This dissemination is called a *horizontal secondary dissemination*.

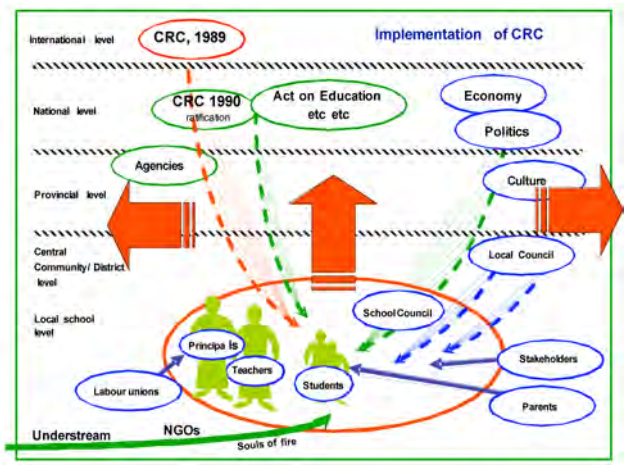

Figure 6. Horizontal secondary dissemination on the provincial (district) level.

Fourthly, a new qualitative phase of dissemination has emerged from the provincial – or the district level to the national or the State level (see figure 7 below): *The vertical secondary dissemination.* It is mainly about central policy changes and amendments to law or national curricula and course plans, national examination policies (these phenomena vary very often between the participating countries). In this context, the national media – newspapers and television – also play an important role, through lifting up the questions on the political and ideological agenda. Gradually, dissemination via the Internet will play a bigger role in this dissemination work.

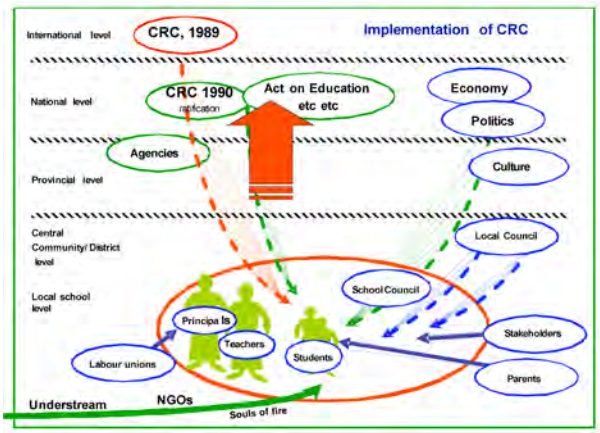

Figure 7. Vertical secondary dissemination to the state or national level.

Finally, although clear examples are hardly seen, the question is whether the results or the ideas are disseminated *between countries* (but in Eastern Africa and Eastern Asia there are processes in that direction). In a way, there are already many examples of how the exchange of experience has happened among change agents and country teams in Lund/Sweden and the countries where progress workshops have been held. This in itself is, of course, dissemination among nations on individual and international levels. It should be emphasized here that there is no direct causality between these five different stages or dissemination descriptions above. These can happen in different stages and in different consequences depending on context and background in respective country and level.

It is also realized that there are connections to *empowerment* and Legal Empowerment of the Poor, LEP. [25] One social group which is particularly excluded both with regard to law as well as in a social setting, and which provides an especially important perspective on LEP and capacity development, is *children*. They are dependent on the deci-

25 Furthermore one can see the clear links from this International Training Programme (ITP) on Implementation of Child Rights in Education, funded by Sida, to the work and processes going on in the UN called "Making the Law Work for Everyone". Report of the Commission on Legal Empowerment of the Poor, UN/UNDP, New York: 2008. Children are often seen as a heavily vulnerable group in society but this ITP is to be seen as a strong input in this area of development interventions.

sions their parents make for them in their private lives and they often have no separate standing in international or national legal systems. Empowering children will lead to their improved living situation today as well as for the next generation to come, as the empowerment of children is likely to assist in the change of traditional structures and norms (bottom–up approach). However, before the empowerment is able to influence development, it needs to exist. The implementation of CRC for this empowerment could follow the paths as described above and that could be summed up in the last and finalizing/concluding figure. Norms they are a'changin' (after Bob Dylan) and so are policies and laws. Laws and policies also change social norms and vice versa. Thus it could be seen in this material that there is ongoing interplay between legal norms and social norms regarding CRC.

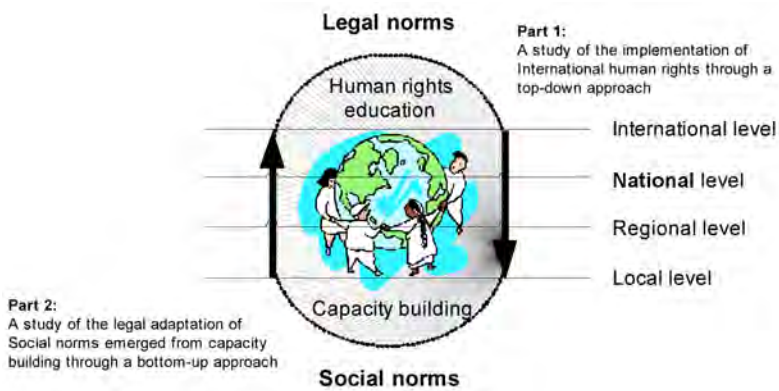

Figure 8. Cyclic dissemination between the local and the state or national level – and vice versa.

Lessons learned by the mentors

1. We have seen that a crucial factor to bring about change is to have people – change agents – who are personally and professionally committed. Such people can be role models and inspire others to join. They do not depend on project money to take initiatives and know that much can be done with limited resources.

2. Involving all stakeholders is necessary to bring about sustainable change.

3. Networking among change agents at national/state level as well as networking among change agents and organizations (e.g. NGOs) working in the CRC/HR areas are essential for effective use of manpower and to avoid over lapping and gaps.

4. It is important to motivate and empower people locally to understand their responsibilities and take their own initiatives. At the same time there must be a long term vision of a sustainable change process.

5. The learning process is divided into several steps and phases which made real changes possible to be implemented and applied.

6. A wide range of content and approaches is offered to the change agents during the programme, which are useful for the implementation and realization of needed and important change processes.

7. To share experiences and learn together in a group of professionals from different parts of the world is both challenging and rewarding. Give and Gain!

8. It has became clear that CRC can be used as a tool for change of norms and attitudes to children and their rights at different levels in society which in turn leads to changed behaviour.

9. Although we have seen examples of changes that have been possible, in spite of poverty, poor infrastructure and structural constraints, the professional competence and support of the organization for educational delivery is of essential importance for the implementation of learning and change process.

They first came to Sweden as individuals and soon they formed national teams and saw the global team grow. Then we all met again as a global team of thirty to Give and Gain in a new country. And now we see the impact of their work and realise what they are able to do in the future as change agents for Children's Rights.

Lund September 8, 2009

The mentors

Appendix

I. Institutionalizing Child Rights: Contending Cultural Perspectives

Göran Hydén

The "Child Rights, Classroom and School Management" (CRCSM) project that Lund University Education has run for the past six years is both an ambitious and innovative effort sponsored by Sida as part of its broader poverty reduction program. Not only has it brought together some 200 change agents from 25 different countries. It has also settled for a high level of aspiration which involves (a) promotion of the child's right to education, (b) creation and stimulation of networks at different levels, (c) supporting local ownership of the change process, and (d) thinking about how the relevance of the Convention on the Rights of the Child (CRC) can be strengthened through new research and policies. Expectations on participants in this impact and dissemination seminar, therefore, are legitimately high. As change agents, what are the good ideas and practices that they can take home and work with?

It would be wrong to interpret this challenge in too narrow terms. Ideas and practices come with their own cultural baggage. They are not easily transferred from one context to another because values and conditions differ. It is important, therefore, to have a sense of the "bigger picture" into which this project and what it stands for best fits in. This paper will try to place the CRC in its bigger picture or broader perspective with the hope that it will help illuminate the relevance of the more applied work at this seminar which will take place in other sessions. More specifically, it will focus on the challenges associated with institutionalizing child rights. Rights, of whatever kind, are contentious. Promoting or defending them often amounts to "sticking one's neck out" because the social and political climate is not always supportive. Institutionalizing rights is a difficult act and should be recognized as such.

Child rights are a somewhat peculiar set of human rights because they address entitlements of individuals who are typically treated as minors, i.e. people who are under the tutelage of parents or guardians. The fate of child rights, therefore, is as much in the hands of others as those of the children themselves. Getting children to step out of the shadow of their parental subordination is a process that has its own controversies. The

idea of children serving as activists for their own rights meets with resistance in many societies especially by parents and teachers who have the responsibility to educate them. There is a risk then that child rights get treated as an object distant from the subjects they concern most. These rights face particular hurdles when it comes to institutionalization that does not necessarily apply to other human rights.

At the same time, it appears at least at a first glance that child rights are less controversial than other rights because there is a broad consensus in every society that children need protection. The CRC is an affirmation of this since as of November 2008 it had been ratified by 193 countries, including every member of the United Nations except the United States and Somalia This broad-based ratification is the more impressive given that the CRC was adopted only in November 1989.

In the light of their peculiarity it makes sense to analyze the issue of child rights in a comparative human rights perspective. To do so, this paper will address four questions: (1) what is special about being a change agent? (2) what are the child rights? (3) where does rights knowledge come from? (4) why are rights contentious? and (5) how are they best promoted?

Being a change agent

Change agent is a modest term for people involved in transforming society. Other terms that denote the same thing are "revolutionary", "rebel" and "reformer". These are people, like the change agents in this project, that are driven by commitment to a particular goal while at the same time having to consider the realities in which change is being attempted. Goals are typically taken from a document or text that is used as a guide for what needs to be done. In short, therefore, a change agent is sandwiched as a broker between text and context, as indicated in the figure below:

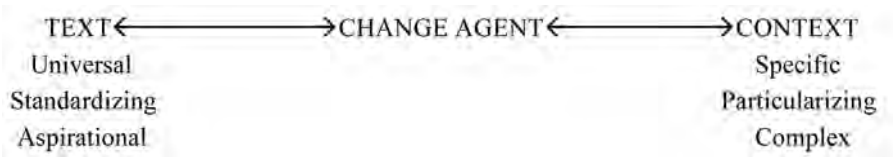

Figure 1. The change agent between text and context.

The characteristics of the text are that it is conceived as universally applicable and meant to standardize – or equalize – conditions. Text is also meant to be aspirational, indicating what could or should be achieved. Context, on the other hand, is specific. It is not the same from one place to another and it requires the ability to particularize or tailor one's attempt at change to the conditions on the ground. Context is also complex making the task of changing it very difficult, sometimes frustrating. Such is the world and the role of the change agent. Serving as such with reference to institutionalizing child rights has its particular challenges to which I will return once I have identified what is special about this set of rights.

What are the Child Rights?

The evolution of the global human rights regime has been from general to the more specific. The Universal Declaration from 1948 is the most general and can be said to lay the foundation on which other declarations and conventions have been based. A first differentiation in the rights regime was the development of a set of social, economic and cultural rights separate from civil and political rights. In the past couple of decades yet another differentiation has occurred with the identification of special rights for particular categories, indigenous peoples, women and children. Drawing on these international frameworks, particular regions have adopted their own charters, e.g. the African Charter on the Rights and Welfare of the Child, entered into force in 1999.

It may be helpful to offer a brief summary of the evolution of human rights in the past sixty years and demonstrate their different origin, rationale and nature:

Time period	Political context	Rationale	Type	Nature
1940s-1950s	Avoiding return to dictatorship	Protect freedom of individual	Civil &political	"negative"
1960s-1970s	Promoting development	Seek economic equality	Social &economic	"positive"
1980s-2000s	Raising capacity & consciousness of people	Protecting vulnerable groups	Demographically defined rights	Both negative and positive

Table 1. Evolution of human rights since World War II

As can be gauged from this table there are essentially three "generations" of rights that have come about as a result of the particular political circumstances at the time. The first generation was aimed at avoiding a return to dictatorship, was concerned about the protection of the freedom of the individual, and as such civil and political, negative in the sense that government would not be allowed to violate these rights. The second generation emerged out of the global commitment in the 1960s and 1970s to development. These rights are social and economic in nature and aimed at seeking greater economic and social equality. They are positive in the sense that governments are expected to promote them. The third, and most recent, generation is a set of rights that are demographically defined. By this is meant that they refer to the vulnerability of specific groups. Women, indigenous peoples and children have their own conventions as have now also gays and lesbians. Other groups may follow, e.g. disabled people.

There is a tendency for rights documents that address specific categories like children to cover a broad range of issues. The CRC identifies numerous dimensions of child deprivation that are important in a poverty reduction context. They stretch from deprivation of health, nutrition, and education to protection from all forms of violence, neglect, exploitation and harmful practices and further to the denial of justice, freedom of expression and association as well as rest, leisure and play. In response to these deprivations the Convention adds to the global rights regime by borrowing from conventions that have already been adopted and ratified by members of the international commu-

nity before. The Convention can be divided into four distinct clusters with particular and specific components as shown in Table 2:

Thematic Cluster	Components
The Right to Survival	Right to life, highest attainable standard of health, nutrition and adequate standard of living, as well as the right to a name and nationality
The Right to Development	Right to education, both formal and non-formal, support for early childhood care and development of the right to leisure, recreation and cultural activities
The Right to Protection	Freedom from all forms of exploitation, abuse, inhuman or degrading treatment and neglect, including the right to special protection in situations of emergency and armed conflict
The Right to Participation	Respect for the views of the child, freedom of expression, access to appropriate information and freedom of thought, conscience and religion

Table 2. Thematic clustering of the rights of the child.

These rights do potentially involve a range of actors for whom an obligation exists to take action. The Convention addresses member states – "states parties" as they are called there – in terms of what they need to do. References to other stakeholders, e.g. parents and the media are more incidental. There are others whose role is not specified at all. Yet it is clear that raising a child involves fulfilling a series of obligations by several actors working in concert rather than against each other. For example, recognizing child poverty as a denial of children's human rights puts the onus on the duty-bearers who have the responsibility and the power to respect, protect and fulfill these rights. The state is the main duty-bearer and as such, human rights-based policies, whether with regard to children or any other group, are primarily concerned with government intervention. However, the state also has a duty to ensure that non-state actors, such as the community, media and family, live up to their responsibilities. The different roles that stakeholders are expected to play are summarized in greater detail below (p. 133).

This summary of roles that stakeholders in the Convention play illustrates what a tall order the agenda is. It calls for cooperation and networking not only among different government officers but also with non-state actors. It also puts into focus the need to strategize about what priorities to choose among the many options that can be identified by the various stakeholders. Resources are not enough to do everything at the same time, so some measures may be reasonable to take before others because they are easy to implement and/or can be afforded without claiming more budgetary resources.

In the specific context of the CRCSM project priorities may be easier to define because it focuses on the right to education but even so it does not rule out the possibility of disagreements about how to proceed. Some of the challenges stem from the fact that government in many countries does not have enough budgetary resources to provide more than what is minimally required, e.g a building, a headmaster and some teachers. Another is the possibility of disagreements between policy-makers, parents and teachers regarding what should be given priority or how children should be treated. The CRC

opens the door to treating the child as full holders of human rights. It also reaffirms human rights education as a right of the child (Article 29). Yet, teachers and other adults may educate the child in a way that conveys the message to the child that he or she is still unable to enjoy the rights guaranteed by the Convention. How ready are stakeholders to take on the issue whether a child whose capacities are still evolving is a full holder of rights? Implementing, as in this case, just one of the components of the CRC still opens its own "Pandora's box" of issues that requires patience, tolerance and readiness to compromise, qualities that are not always easy to practice in situations where different underlying values among stakeholders may place definite limits to what is acceptable.

Stakeholder	Role and responsibility
Government	Amend existing laws and enacting new laws to enhance child rights; train required human resources to implement, e.g. a national plan of action; make adequate budgetary provisions to fulfill its commitment to children; and, disseminate information about child rights using the government machinery
Civil society	Make government accountable to fulfill agreed-upon obligations; advocate for satisfactory implementation of child rights; support government schemes; monitor implementation of policies; demand adequate budgetary resources; ensure children issues are included in election manifestos; and, motivate people to undertaking various activities
Parents	Respect children as human beings; understand children's development patterns; be open to learn from children; give them space and freedom of expression; and, treat them as partners
Media	Create mass awareness about significant issues pertaining to child rights such as compulsory registration of birth, providing them with healthcare, reducing malnutrition and exploitation of children
Law Enforcement	Sensitize police personnel at different levels and in juvenile homes as well as lawyers about child rights; orient them to treat children with respect; probe the reasons for children's misdeeds rather than just apply punitive measures
Medical and Para-medical professionals	Spread awareness about relevant laws that focus on child health, including pre-natal and post-natal care
Corporate Sector	Orient employees on child rights; introducing parental leaves; design child-friendly products and ads
Educational institutions	Integrate child rights into curriculum; train teachers about these rights; organize activities in schools to promote the rights; and, undertake research on the topic

Table 3. Role of various stakeholders in promoting the rights of the child.

Where does rights knowledge come from?

In order to understand the challenges of institutionalizing child rights, it is helpful to first ask the question of where knowledge about human rights comes from. The short answer is: from both philosophy and practice. The relevance of this question requires elaboration.

There is agreement that the operational success of human rights depends on their claim to universality. This claim, however, must not overshadow the fact that human rights knowledge has been generated in many different contexts. It can be traced to tracts of moral philosophy and theology, international customs and conventions, and key judicial decisions but it is also stored in social practice, legal codes, programs of action-oriented organizations like Amnesty International and Human Rights Watch, models of heroic acts, and media reports. When discussing, defending or promoting human rights people draw, albeit in different degrees, on this broad range of sources. Focusing first on the philosophical foundations it is necessary to admit their grounding in Western thinking. The question is why so?

The five hundred-year old Enlightenment tradition has step-by-step over the years laid the ground for an approach to reasoning that is at the same time logical, reductionist and abstract. It allows for what Giddens (1990:21) calls "disembedding", i.e. the 'lifting-out' of social relations and facts from local contexts of interaction and their restructuring across indefinite spans of time and space. Many social scientists have interpreted this process as transition from tradition to modernity and it has rightly been criticized for offering an overly simplified evolution of history and being too ethnocentric when applied to societal or political development. Whether or not one likes this interpretation, however, it has helped lay the foundation for universalist human rights claims in a way that no other moral or intellectual tradition has managed. A few more words about these origins are warranted.

The Enlightenment program rests on a rationalist foundation. In this perspective, human rights are acceptable to all humans based on their faculty of reason. The famous words of the French philosopher, Descartes (Cartesius) – "I am because I think" – encapsulate this assumption. Every individual is capable of and would reflect on the treatment of other human beings regardless of their current social condition. A more specific application of this positive reasoning is the notion of "veil of ignorance" argued originally by Rawls (1971). In his imagined scenario of a state of nature, some individuals would not be able to take advantage of others because they do not know anything about their background; hence they would resort to treating everyone fairly rather than exploiting or oppressing them as the Hobbesian version of the state of nature would suggest. Although this is a position embraced by Western liberals, it is not unknown in other cultures where the notion of a "Golden Rule" – what you don't want to do to yourself, don't do unto others – can typically be found.

The American Declaration of Independence and the French Declaration of the Rights of Man and the Citizen are foundational documents confirming that humans are to be imagined as endowed with human rights and the faculty of knowledge (Sajo 2005). The specific list of human rights in these documents is short and particular to the relations between state and citizens. They are "negative" rights in the sense that they specify what the state cannot do to the citizen. They predate human rights declarations and specific laws implementing fundamental rights that have evolved as universally applicable tools to spread human rights knowledge. The problem or weakness of the two

declarations is that they only address the issue of how the state should be constructed and leaves out the precepts applicable to interpersonal relations.

Although the rationalist foundation of the universal human rights regime is perhaps the most common – certainly the one most closely associated with Western thinking – there is an older formative tradition centered on the notion of human dignity. The human condition necessitates human rights because there is something about humans that call for it. Such views are found in most world religions and are implied in natural law theories. The blending of this tradition with Enlightenment (liberal) thinking as evident e.g. in Germany and Scandinavian countries has facilitated the adaptation of legal systems to local traditions and other local conditions. The introduction of the precept of dignity, however, is not uncontroversial. Some purists view it as the Trojan horse that undermines the universality project. Yet, it is fair to say that in the developing regions where the claim to universalism is often interpreted as imperialism, it softens the edges of the project and makes it intellectually easier to accept.

Yet another formative tradition in the evolution of the global human rights regime considers these rights to be the satisfaction of basic human needs (M'Baye 1972, Galtung 1994). It is more recent than the previous two but has been influential in helping to justify the conventions which focus on social, economic, cultural and environmental rights. It fits well into the current discourse on poverty reduction and speaks to the issues facing the CRCSM. Unlike the rationalist tradition, it stresses the importance of the state to recognize its own role in promoting positive and affirmative rights, those that are subsumed under the label of development rights. The dignity-based concept also enables positive state rights promotion, but in a less compelling manner than the focus on human needs (Sajo 2005:24). The latter has been particularly instrumental in getting the human rights issues on the global agenda. Developing countries with less affinity to the Western legal traditions have responded more easily to the broadening of this agenda that the inclusion of development rights implies. In this respect it has also indirectly paved the way for greater respect of the negative rights associated with liberal thinking. The various aspects of these three main sources of ideas for the current human rights regime are summarized below:

	Rationalist	**Dignity-based**	**Needs-oriented**
Source of origin	Liberal theory	Religious traditions	Development theory
Focus on what	"Negative" rights	Negative and positive	"Positive" rights
Beneficiary	Individual	Individual/community	Individual/community/public

Table 4. Aspects of theoretical traditions shaping the current global human rights regime.

It is clear that the universal human rights regime has become increasingly diversified and draws its inspiration from different theoretical and philosophical sources. It is more accommodating today than it was only some twenty years ago when human rights issues emerged on the international agenda. The 1993 International Human Rights Conference in Vienna helped achieve a broader consensus that seems to last till this day. To be sure, there are many governments around the world that fail to respect human rights but they find it increasingly costly to ignore them. For instance, the gross violations of human

rights – of all types – in Zimbabwe have lead to international sanctions. The latter may not always be effective, but they do turn such governments into pariahs.

Individuals do not necessarily become conscious of human rights because their governments respect or promote them. People do not wait until a law on the statute books or a court judgment mandates a particular human right. They engage in their own assessment of what they figure out is fair. This engagement is usually in interaction with other people, often with divergent opinions. These discussions, disagreements and conflicts about fairness assessments are the seedbed out of which human rights knowledge and awareness is generated. It is a knowledge that develops from an infinite variety of judgments about human actions in which some logic or fairness criteria are applied consistently to individuals and groups, between these and government, and even among governments in the international community (Cohen 1993:9). The story of the growth of human rights knowledge, therefore, is not just about reading moral or legal philosophy but also about finding it in the bustle and hustle that is modern life. Much of it would amount to what Cohen describes as "endless teardrops". This view comes close to what Baxi (1999) is also arguing: that through resistance to power, peoples and communities are primary authors of human rights. This position is not a positivist but a phenomenological approach to how human rights knowledge develops and is equally important in order to understand how human rights knowledge spreads.

"Rights talk" as well as "rights walk", i.e. promoting it while also practicing it, are important as means of institutionalizing not only a rights regime but a broader civic and public realm that serves to sustain it. This involves the development of a notion of justice as impartial as compared with justice as reciprocity, a view that prevails in societies where rights are not institutionalized and the principle of rule of law still being challenged. For instance, it is not unusual that in countries where this condition exists, people take the law into their own hands. A "tit-for-tat" is executed without hesitation. This situation stands in contrast to one where justice is based not merely on the content of justice but also the terms for how, through reasoning, agreement can be reached. Justice as impartiality is defined at two levels: (1) principles and rules that are capable of forming the basis of free agreement among people seeking agreement on reasonable terms, and (2) personal behavior that is not motivated by private considerations (Barry 1995). Many of the human rights heroes around the world have suffered as they have tried to speak out. The Nobel Laureate, Wangari Mathai from Kenya, is a case in point. People with such experience, wherever they are, will likely have no problem in adopting a universalist position reflecting a liberal view. As one of Mathai's fellow Nobel Laureates, Aung San Suu Kyi from Burma writes in response to a Buddhist critique of the universality claims of human rights:

> "It is a puzzlement to the Burmese how concepts which recognize the inherent dignity and the equal and inalienable rights of human beings, which accept that all men are endowed with reason and conscience and which recommend a universal spirit of brotherhood, can be inimical to indigenous values (Aung San Suu Kyi 1991:75)."

Repression may not be the mother of all social consciousness but it is likely to be an important factor in bridging what is often a gap between rights "talk" and rights "walk". Even though both come with risks, walking is more contentious than talking. The latter may raise the horizon of people but it is practice, i.e. walking, that really helps institutionalize human rights knowledge and awareness. It generates the commitment that seals the institutional future.

This may sound more dramatic and challenging than it has to be for participants in CRCSM. Its agenda does not call for participants to stand and fight on the barricades. They may not be induced to shed many teardrops. Promoting education for the poor is typically not associated with battles in the streets. Yet, even this project has its challenges when it comes to understanding where rights come from and how they should be interpreted in the context of the right to education.

This right may be one of the least controversial. Families typically like their children to become educated. Governments promote policies that encourage education. Many countries have a clause making it mandatory for children to complete schooling at least through elementary level. Donors are emphatic in supporting education. The social and political support of the right to education, therefore, is quite strong. If children fail to go to school it is less because it is controversial – although it would be an issue, especially with reference to girls, in some cultures – and more often the result of conditions making it impossible for children to attend school. Such conditions would be families lacking the means to pay school fees, families needing their children to work instead of study, and armed conflict which in some instances leads to children being recruited as soldiers. Much of the poverty reduction work that goes on in developing countries is aimed at removing the hurdles that limit the implementation of the child's right to education. As CRCSM recognizes, the right to education involves not only lawyers and human rights activists but people whose main preoccupation is something else.

At the same time, it must be pointed out that when it comes to development, education is not necessarily the panacea that it is often made to be. Primary or elementary education in the rural areas sometimes has ambivalent consequences. To be sure, it provides literacy and a measure of basic knowledge that is helpful to the individual child. The same education, however, tends to be interpreted as a passport for migration to the urban areas. The elementary education is not very helpful for life and work in the rural areas. Children, therefore, tend to flock to the cities where life may be harder but where there are also attractions lacking in the villages. According to Amnesty International, there are between 100 and 150 million street children in the world (http://www.amnesty.org/en/children). Many of these children have never been to school, but there also others who have received education but failed to apply it. One should not overlook the possibility that primary education does not always reduce poverty but moves it from rural to urban areas. This is particularly true where educational quality is low and children often forced to study under difficult and constraining circumstances.

This is why involving children in the task of improving education is important. Governments and often teachers are reluctant to go along with such schemes but making children not just objects but also subjects in promoting the rights to education is

included in the CRC with its emphasis on human rights education in schools. This is perhaps the most important means for children to become more aware of their own rights and thus allow them to become fuller holders of rights than otherwise would be the case. Participants in the CRCSM project may find pushing curricular reform and other measures that enhance children's own awareness of their rights as one of their most important contributions in their respective home countries. It may not always be easy, but it is the kind of contribution that networking inside and between countries can facilitate.

Why are Human Rights contentious?

It may at first look surprising that human rights should be contentious. After all, all member states of the international community have ratified the Universal Declaration of Human Rights. All but two – United States[26] and Somalia – have ratified the CRC. As noted further above, most societies have a moral code which says that people should never do to others what they don't want others to do to them – the Golden Rule. The moral and legal foundation for institutionalizing human rights, therefore, seems quite solid. Yet, reality is not always what one thinks. The "veil of ignorance" does not hide everything. People see through it and are ready to engage in acts that go contrary to the moral and legal codes that most people subscribe to if asked. Thus, oppression, discrimination and various other ways of violating the integrity of people takes place on a regular basis everywhere. It is not these breaches of conduct, however, that are of primary concern here but the fact that international treaties are constantly subject to different interpretations. There are at least five issues that tend to be contentious in the human rights discourse. The first is how far universal principles and norms should accommodate local values and norms. The second issue concerns the relation between individual and communal rights. The third would be the question of whether rights are unconditional or tied to a set of obligations. The fourth would center on how human rights and human dignity interact. The fifth issue arises from the relationship between needs and rights. These contending perspectives are first and foremost intellectual but they have practical policy implications. It is necessary, therefore, to discuss them in some detail.

Universal versus local norms

This is an issue because the rise of international human rights since the Second World War has transformed traditional notions of state sovereignty. No longer is international law concerned only with external relations among states and their representatives.

26 The rejection by the United States is based on the premise that no other laws than those enacted by U.S. institutions can be applied to domestic cases. Wholesale adoption of international treaties requires both presidential initiative and a two-thirds approval of the Senate, a requirement that serves as a high hurdle against adoption. The U.S. legal system regards itself as more sovereign than that of other countries where the rules for adoption of international laws and rights are less confining.

Today, it imposes substantial restrictions on the domestic affairs of the states and protects ordinary persons against mistreatment by their own government. Because international human rights have an intellectual origin in Western philosophy – and certainly can easily be perceived in such a perspective – it is a legitimate question to pose how far these norms are universal.

At the bottom of this controversy lies a different interpretation of culture. Through the rationalization of society that has transformed it for now generations, Westerners have been able to reduce culture to something much smaller than it is in societies where this process has only started. To Westerners, culture is arts and literature plus certain kinds of entertainment. Economics, law and politics are not viewed through a cultural lens. They are different "sectors". As sociologists of law and not least my own brother (Hydén 2008) argue, the legal system in countries like Sweden is a fortress unto itself. In a positivist spirit the law is interpreted from the inside only. Laws are dependent on legal rules and interpreted through such rules. This strict differentiation between "systems" or "sectors" is characteristic of Western society and makes people less conscious of the cultural norms that underpin their choice and behavior. When arguing for institutionalizing human rights across the globe, therefore, they see it – sometimes naively – only in positive terms. It is a mission meant to give others the same enabling conditions as exist for citizens in their own countries.

Most Westerners today are less likely to experience this exercise as imposing their own values on others. It is symptomatic that the first in 1947 to oppose the adoption of the Universal Declaration of Human Rights was the American Anthropological Association. True to their professional orientation to study other peoples, its Executive Board prepared a statement that interpreted the proposed declaration as an imposition of Western precepts on all peoples (Rosen 2005:15). This imperialist interpretation has been echoed many times over by people in non-Western countries who see culture as imbuing whole societies and therefore are manifest in variable form. Culture to them is an everyday thing whether or not they are aware of it. The universalist claim for human rights that Western activists and proponents make easily becomes naïve or vacuous without a recognition that culture is more than arts and entertainment and what are seen by them as positive and above politics is not always shared by others. This is a crucial point in the context of institutionalizing human rights on a global scale.

If the issue in Western societies tends to be that the fortress that is the legal system is too hard to penetrate because those operating it are ready to apply only its own internal standards (Tuori 2002), the situation in developing countries tends to be the opposite. The legal system is not autonomous or positivist enough. One reason is the presence of more than one legal tradition and the problem, therefore, of agreeing on common standards. This may be particularly true of civil laws, but it affects also other laws. Because the legal system is not tightly closed but perforated in a way that allows moral codes and norms from society to influence judges and other persons making legal decisions, the notion of rule of law is not as fully institutionalized as it is where the autonomy of the legal system is not challenged by competing norms (Norgaard and Pedersen 2002). It is not uncommon in African and Latin American countries that

such norms – or informal institutions as some prefer to call them (e.g. Helmke and Levitsky 2006) – challenge the notion of justice as impartiality. For example, judges are intimidated by powerful politicians or "bought" by wealthy individuals. Such practices are often deplored in these countries but they continue to exist because they are part of a cultural repertoire that is still alive and that is difficult to change.

Human rights purists are inclined to immediately jump on any readiness to qualify the universality of standards as evidence of cultural relativism. For them, therefore, the only way forward is to fill the holes in the fortress as quickly as possible. While this is a noble mission, it is not always interpreted the same way by those for whom the global agenda is not home-grown. Institutionalizing human rights is not just a legal or technical thing. It is deeply imbued in local cultures and therefore easily politicized. As stakeholders in this process, they face a much greater challenge than those who take the universal nature of human rights as a given and function more as "preachers" than brokers with the task of integrating new norms into an already complex cultural artifice.

Individual versus communal rights

This controversy may be seen as a more specific illustration of the extent to which human rights are universal. Westerners make this claim, as suggested above, by virtue of a person's quintessential humanity. Human rights are held against other individuals and especially against state structures that are most likely to abuse them. This is not so self-evident in societies which have yet to be fully modernized. This is not to imply that individual rights were wholly absent in regions like Africa prior to colonization (Fernyhough 1993), but it is clear that such a notion never permeated local cultures to the point where they became a dominant paradigm. The debate about individual versus communal rights, therefore, has been particularly prominent in Africa and in relation to human rights practice there.

The position that many Africans have taken over the years, including political leaders like Kenneth Kaunda of Zambia (1966) and Julius Nyerere of Tanzania (1968), is based on a communitarian idiom which stresses the primary role of ascriptive corporate groupings from extended families to lineages and clans. By extension, it also affirms the importance of collective rights as well as reciprocal commitments that Africans have to their communities in return for protection of their human dignity. As scholars have subsequently argued, incorporation within a social unit, whether clan, lineage, village, age grade or extended family, validated in communal terms of an individual's claim to human rights (Mojekwu 1980, Legesse 1980 and Marasinghe 1984). If denied moral and material support by the community, an individual would also lose his or her protection under the law. From this perspective, exclusion eroded human dignity through a fundamental diminution of a person's humanity and thus a basic loss of rights.

The communitarian perspective in Africa has also held on to the notion that social and economic rights are more important than civil and political ones. Nyerere (1968:106), for example, argued that the primacy of economic rights in Africa is time-

honored and far older than the current debates about development and human rights. The same author would add that even where class structures existed, they were tempered by reciprocal social and familial bonds. The notion that social and economic claims take a higher position in the hierarchy of rights is also argued by Legesse (1980). Its significance to Africans is further reflected in the African Charter on Human and Peoples' Rights where indigenous communitarian norms co-exist with individual rights incorporated from the Universal Declaration on Human Rights in a manner that makes the legal interpretation of the charter open to ambiguity.

It would be wrong to argue that all interpretations of the human rights situation in Africa adhere to the superiority of the communitarian idiom. Donnelly (1985), Howard (1986) and Vincent (1986) were among the first scholars to challenge the pre-eminence of communal rights in African countries and argued that because they derive from human nature, both moral and physical, they must inhere in individuals and in their mutual need to live meaningful lives. The latter part of this sentence is particularly important because it recognizes that human rights are not only defined by an individual's innate moral dignity but is also a product of an activist or "constructivist" interaction between individual claims to rights, social conditions and political realities.

The idea that human rights can be constructed socially and politically in interaction with others is now widely adopted among African human rights activists. It is not that the old debate between communal versus individual rights has gone away altogether, but in many respects it is history, largely because since the fall of Communism and the rise of calls for "good governance", the intellectual atmosphere has changed. This is particularly true in countries like Kenya where the violation of individual rights over the past decades, including violence in conjunction with the 2007 general elections, has produced a number of strong organizations that engage in regular human rights advocacy and education in both urban and rural areas. One prominent such organization, Kenya Human Rights Commission – an independent body – presents its education program as follows:

> "/…/the protection, promotion and enhancement of all human rights for all men and women depend largely on the extent to which human rights and democratic practices are adequately rooted among localized communities. Our focus on capacity-building among human rights movements is that there must be a united front against social injustice. (http://www.khrc.or.ke/subsection.asp?ID=2)"

Much of the debate about human rights in Africa has moved from where the main focus was whether individual human rights are at all relevant in the region to where the issue is how these rights can best be planted into a communitarian tradition. Human rights and civic education efforts across the continent accept the value of individual rights today although there is still a strong emphasis on social and economic rights and how they apply to underprivileged groups like women and children. The CRCSM project is a case in point.

Rights and duties

Each right-holder has his or her correlative duty-bearer, but the question here is whether each right-holder simultaneously is also a duty-bearer. Here the assumptions vary from society to society. The premise of individual rights in the Western tradition is that they are unconditional. The story of institutionalizing human rights in this perspective has been to ensure that as much as possible even those who are economically or otherwise weak are assured of their rights; hence the expansion of civil and political rights to include others that target specific categories of people, e.g. women and children. Individuals are right-holders and these rights are so strongly embraced in the liberal tradition of the West that they overshadow or trump any duty that individuals may have to act as good citizens. This is particularly evident in the United States. It is qualified in European countries with a genuine welfare state. These countries generally agree with the notion that rights in the civil and political sense are unconditional but because they also promote social and economic rights there is an implicit assumption that the rights-holder also has a duty to contribute to their realization e.g. by paying taxes.

Communist countries, past or present, provide an example of where duty trumps right. Because of being propagated as a supreme social order, citizens are reduced to being subjects obliged to demonstrate loyalty to the vanguard party and the state, the system's superior organs. Here, then, individual rights tend to be ignored and duties emphasized. That is why the liberal notion of human rights is such an anathema in those countries. That is also why power tends to be abused and citizens trampled upon by the agents of institutions seeking total control of society.

Liberalism and communism may be the modern extremes of how the relation between rights and duties has been constructed but the issue exists also in other traditions. The more communitarian this tradition is, the more likely individual rights are conditional on fulfilling certain duties. As discussed above, in Africa being member of a community carries obligations or duties that precede any individual rights, whether to protection or development. Because these are ascriptive obligations, the individual makes no autonomous choice; he (or she) complies because custom so demands. The reality in many African countries today is that with weak or failing states, neither rights nor duty are being effectively implemented.

The great monotheistic religions have a lot to say about the relation between rights and duties. Their respective stories have both a bright and a dark side. Beginning with Christianity no one can deny the role that free religious movements have played in fostering voluntary associations and thereby help build civil society. The role of the World Council of Churches, their apex body, in promoting the institutionalization of human rights since the Second World War cannot be belittled. The issue that people immersed in religion face, however, is that their Christian universals are not always the same as those advocated on secular grounds. The duties to God are not always compatible with the universalist rights regime. This may be even more pronounced in other religions. A particularly relevant case in point is the Cairo Declaration on Human Rights in Islam, which was adopted by the 19th Islamic Conference of Foreign Ministers in 1990. The

Declaration acknowledges all the international human rights conventions that had been adopted by then but concluded with a categorical statement that they are all subordinated to Islamic law (Durham 2005:211). Governments in many Islamic countries and sometimes other governments as well are inclined to take a similar position arguing that their own national laws do not allow the adoption of certain international human rights texts. Much of the debate about the existence of particular "Asian values" that qualify the universalist claims of Western rights activists also centers on moral Buddhist codes that put duties on equal footing with rights. For instance, using this argument, Lee Kwan Yew, the former Prime Minister of Singapore, has been a vocal advocate of the position that it is unreasonable to expect East Asian societies like Singapore to adhere to the same set of fundamental rights as Western societies like the United States (Yew 1994).

The issue that religious and other groups with strong emphasis on duties to the community raise is how far loyalty should be allowed. From a human rights perspective, it seems reasonable to maintain that a collective's right to preserve its way of life should not extent to coercing others to remain part of it against their will. There must be a right of exit and, as Durham (2005:221) argues, this cannot be overridden by the right to preserve the group. If the group's persuasive resources are not enough to maintain group loyalty, then the claims of the group over the individual must give way to the individual's conscience.

In summary here, the balance between rights and duties is likely to vary from society to society. The cultural norms that regulate this balance makes the institutionalization of human rights a challenge that requires attention not only what rights conventions prescribe on paper but also what they mean in a given social and political context. The following typology gives a sense of how varying contexts tend to construct the balance between rights and duties (p. 144).

Figure 2. Relation between rights and duties in different social and political contexts.

This typology confirms that conditions for realizing human rights vary. The challenges, therefore, in each type are likely to be different. Those interested in promoting human rights education need to consider what is likely to work in each particular circumstance or country. Having a sense of how the relation between right and duty is interpreted is a good start for any effort aimed at enhancing rights for particular people as in the CRCSM case, children.

Dignity and rights

There has been a spirited debate in academic circles also about the relation between dignity and rights. The consensus seems to be that they do not contradict but rather complement each other (Nagan 1993). This does not mean that they are the same, an argument that has been made by those who maintain that African and Asian societies had their own sense of rights based on dignity. This tends to confuse the meaning of the two precepts. A more appropriate interpretation would be that dignity is what rights are there to protect. Human dignity, therefore, is at the bottom of any human rights claim. Another way of seeing the relation between the two precepts is to treat human rights as the instruments by which the ultimate end of human dignity can be guaranteed. Rights may also be viewed as the precursors to laws because they are claims that can only be secured through codification. With laws in place, policy should as much as possible reflect what these laws prescribe. Policy, in that sense, is the implementation of law which in turn can be traced back to rights and ultimately to a moral code about what is morally correct.

From a policy perspective it may be possible to discern the relations between dignity, rights, laws and policy as part of a process in the following manner:

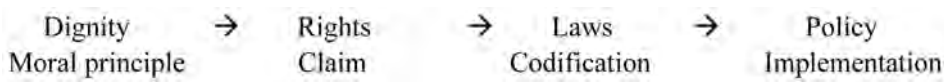

Figure 3. The relations between dignity, rights, laws and policy.

From such a perspective, it is also possible to view rights as moral entitlements that humans can claim in order to protect their dignity and integrity. Dignity, therefore, is a static concept while rights is a dynamic one. The former calls for respect, the latter for action. Dignity itself does not lead to rights, but rights lead to dignity. This is the fundamental difference between the two when viewed in a political context. Dignity may exist in societies, even those that are not liberally democratic. In such societies, individuals are subjects relying on the benevolence of the ruler. In liberal democratic societies, the presence of a rights regime enables individuals to be active citizens, participating as right-holders in determining their own destiny.

The majority of countries that subscribe to all or some of the existing human rights conventions find themselves somewhere in-between these two types. They are not wholly in the hands of a benevolent ruler; nor are they fully liberal democracies. The

challenge for human rights workers is to turn subjects into citizens by making them claim rights in order to protect their dignity without depending on other powerful individuals. This is a big task in countries where politics tends to be determined by the ability of individual leaders to deliver patronage rather than sticking with pursuit of specific policies aimed at producing goods for everyone regardless of who they are. People in power in these countries prefer to deal with subjects rather than citizens. Human rights education, therefore, in these countries is very much about raising civic consciousness and prepare people to become rights-holders in a fuller sense. Much of this should start in elementary schools and continue through the educational system. The curriculum should focus on a range of rights and how they can be further enhanced in terms of quality and relevance. Participants in the CRCMS project should be in the frontline of this exercise.

Needs and rights

The relation between these two concepts has become an issue in recent decades as the interest in participatory development has grown. A "need" is somewhat similar to dignity. It is a passive precept. People express a need but it does not convey action. Rights do and as a result there has been a significant shift in thinking about development since the 1960s and 1970s when fulfilling needs in the name of development was seen as the responsibility of government. This focus was particularly pronounced in the 1970s when development was interpreted as fulfilling basic needs. It was a precursor in many respects to today's focus on poverty reduction, but people were not asked to do their part. Governments were supposed to deliver primary health care and primary education to all (regardless of whether they had the resources to do it and people were interested in this "need"). The problem was that need was defined not by the prospective beneficiaries but by government and donors. Some of the same collusion between recipient governments and donors exist to this day but it is not modified by such principles as stakeholder involvement and ownership. The difference between a needs-based and a rights-based approach to development may be summarized in the following way:

Needs-based Approach	Rights-based Approach
Needs are satisfied	Rights are realized
Needs do not imply duties or obligations	Rights always imply correlative duties
Needs are not necessarily universal	Human rights are universal
Needs can be met by outcome strategy	Rights can be realized only by paying attention to both outcome and process
Needs can be ranked in a hierarchy of priorities	Rights are indivisible because they are interdependent
Needs can be met through charity and benevolence	Charity is obscene in a rights perspective

Table 5. Differences between a needs-based and rights-based approach to development.

It should be added here that all rights are in one way or the other a response to needs, but not all needs imply a right. For example, a poor man lacking education may be said to have a need and a right to it; a rich man, however, who feels the need for a new car does not have the right to it.

The distinction between needs and rights is particularly important for those who work in government ministries and non-governmental organizations concerned with development issues. Not all actors agree that a rights-based approach is more appropriate than a needs-based. Many government officers continue to see development in needs terms. In the international community there are those who believe that in countries with weak or failing states, the priority issue is not the rights of the child but child survival. Focusing on rights, in their view, is a misguided priority. NGOs are generally more comfortable with a rights-based approach and many practice it, e.g. in the context of some form of participatory development.

The child's right to education today is no longer just a need but a claim that government, community and family as duty-bearers have to respond to. The institutional scene in the education sector is much more diverse these days than it was a couple of decades ago. The number of private schools, for instance, has grown rapidly. This poses a problem with implementing curricular reforms that may enhance these rights through various means, including human rights education. At the same time, however, it is an opportunity in the sense that there is more competition between schools and as a result a greater interest among school administrators to do new things. Participants in the CRCSM project are really asked to implement their ideas at a juncture when the opportunity is more congenial than it was some years ago.

How are Child Rights best promoted?

It helps that circumstances may be more congenial today than they were before, but success will come only with strategic action. This final section of the paper will discuss some ideas that have a bearing on what happens after this impact seminar. What advice is appropriate? In trying to answer that question, the following points seem to make sense: (1) what is the role that participants should play in promoting the right to education? (2) how should they treat the institutional environment in which they operate? (3) what is the value of the network and how can it be sustained and strengthened? and, (4) how can network members find agreement?

Broker not preacher

The best way of describing a human rights worker who wants to be effective is to see him or her as a broker between text and context. They need to be familiar with the text, i.e. the human rights conventions and what they say, but at the same time be sensitive to the possibility that local cultures may prioritize other values or norms than those

in the conventions. Taking the latter literally and become a secular fundamentalist is not likely to be a very helpful strategy. What is needed is the ability to bridge the gap that may exist between rights, on the one hand, and moral codes in the local context. For example, blindly insisting that children are full rights-holders in societies where parents still view themselves as ultimately responsible for their children's upbringing may backfire. A more helpful way forward would be to assess what might be possible to convince parents about in the short run because it is least objectionable and from there design a step-by-step approach that would broaden their acceptance of the rights of their children.

Being an activist or human rights educator, therefore, calls for good judgment in deciding how far to "stick one's neck out". Any activism implies doing that but the question is how far to go in order to be effective. Because rights claims are potentially controversial and easily politicized human rights activism is a bit like playing with fire. One has to be careful not to get burnt. If that happens, the person is going to be extra cautious and much of his or her ability to be an effective educator may be lost. Institutionalizing human rights, therefore, is a contentious exercise that requires a measure of courage but also good wits.

Institutional creativity

Courage and wit are not the only qualities of a good human rights educator. Another that matters as well is creativity. This applies especially to the institutional environment in which the educator is active. The usual way of interpreting one's role in an organization is to view it as a cog in machinery. The organization is a schema with its own rules that cannot be changed or modified. This is particularly true of government bureaucracies. This interpretation tends to treat institutions or rules as constraints. Organizations, however, may be viewed in a different perspective that emphasizes that these rules are more like raw materials with which individuals plan and carry out their own actions.

From this phenomenological perspective, institutions or rules are lived skills that make human coordination as well as individual improvisation possible (Unger 1987). In the context of human rights education they are the focus of passionate human attachments but also protection against the domination that people risk from these attachments (Berk and Galvan 2008). Life inevitably and routinely overflows the strictures of rules or cognitive schemes and it is in this space that imagination and activism take place. Context-respecting disputes are turned into context-defying struggles.

The relevance of these points to the human rights educator is that there is more space for creativity than is usually assumed. It is up to the person to grab the initiative in the space that typically exists in any organization between the strictures of rules, on the one hand, and imagination and activism, on the other. The terrain in an organization is never fully known because the destination changes. Organized people, nevertheless, come up with provisional maps that provide collective meaning of the experience they share (Weick 2001).

Networking

Creativity is not only confined to life within organizations. It lends itself to activities across a wider social space. The CRCSM project emphasizes the value of networking as a way of keeping the learning from the past few years alive in the future. This conference may be viewed as the take-off for a network of human rights educators with the potential of promoting social change in their respective home countries. Networking may be seen as taking the idea of creativity to broader scale. The challenge to keep it alive, however, tends to become greater the longer the physical distance between members. Even with access to internet and email, the priorities of the network are not always easily accommodated in everyday work schedules. In order to succeed, therefore, members need to have a commitment and be ready to set aside the necessary time it takes to serve and coordinate with others. This does not happen without a sense of impulsive action. Impulse is a signal that creative action is called for. Without a response from others, however, it becomes ephemeral and potentially destructive. A well-functioning network can salvage and develop an impulsive initiative, e.g. in response to human rights violations, by engaging in deliberation about what is the best way to respond. In the hands of the network, the impulsive reaction of one member is turned into an intelligently coordinated activity that can make a difference in resolving the issue. This way, what started as one member's gust of anger is converted into an enduring conviction that the network can remedy social injustice and take the necessary steps to execute this conviction.

Networks do not survive if they become too routinized. Deliberation and coordination take some of the fire out of the members who had reacted to the initial impulsive call for action. Networks rely on being regularly called into action by impulse. The latter serves as a fire alarm. It makes members morally aware of showing solidarity with others in need of support. Relying solely on a convener or chairperson is typically not enough. The network needs to be imbued with a moral concern and commitment that can be easily mobilized by any member. It is not a hierarchical but a lateral creation in which all participants are equal.

How to find agreement

Members of the network will live and work in countries that in some fundamental respects are similar but nonetheless display different features. Even if they share a common consciousness of the importance of human rights in their countries, how they go about promoting them will most likely call for different approaches. In finding agreement about how to proceed it may be helpful for these members to think of themselves as engaged in a process rather than as being "foot soldiers" in a campaign for substantive justice. This is not meant to merely introduce an element of cultural relativism but rather a call for suspending judgment before acting. Human rights activists should engage in some serious reflection of the consequences of what they plan to

do before embarking on an intervention. Going for what may be minimally acceptable in a given society may be a better strategy than adopting a maximalist strategy. From such a process perspective, the struggle for human rights may be prolonged but it may still achieve more than an principles and norms can be applied across the globe without consideration of the variations in cultural context that exist. It entails raising human consciousness, articulating the rights in a persuasive manner as well as implementing them initially on a trial or tentative basis, later in a more sustainable fashion. Using the "talk-walk lingo" of international development workers, the process can be summarized in the following way:

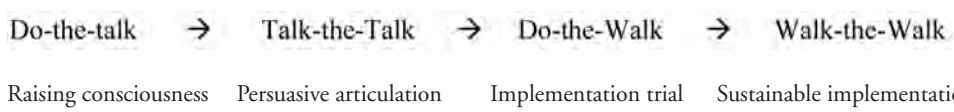

Figure 4. From human rights consciousness to sustainable implementation.

Thus, instead of thinking about the ultimate goal being equivalences rather than equality, members of the network can more easily and effectively relate the global human rights regime to their own circumstances. It allows for more institutional creativity and provides a sense of confidence that they are capable of making a difference in a positive direction. Human rights activists and educators must feel that they own their project and this happens more easily if they can experience their own success. As de Tocqueville said already some two hundreds year ago:

> "There is nothing which, generally speaking, elevates and sustains the human spirit more than the idea of rights. There is something great and virile in the idea of right which removes from any request its suppliant character, and places the one who claims it on the same level as the one who grants it (cited in Minogue 1977:34)."

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http://www.amnesty.org/en/children

http://www.khrc.or.ke/subsection.asp?ID=2

II. Children's Rights: Conventions and Their Limits

The Case of ILO Convention no. 182

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Rights are no use without remedies; remedies require resources. These are truisms, but there is no harm in repeating them.

One of the main impetuses behind the setting up of the International Labour Organisation (the ILO) was to improve the working conditions of children (as well as women).[1] But it was only in 1973 that this international organisation decided to take the lead in combating child labour. Convention no. 138 in 1973 tried to establish a minimum age for admission to employment, though it added a number of flexibility clauses to encourage ratification by less-developed countries.[2] But it was perceived by many that the convention reflected the culture, needs and traditions of the developed world, and ratification became a problem.

The UNCRC

Interest in child labour was rekindled in the 1990s: the UNCRC became the most swiftly-ratified of any international convention.[3] Article 32 of it emphasised

> 'the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development'.[4]

States Parties were mandated to take measures to 'ensure' the implementation of this provision. This required them, having had regard to the relevant provisions of other international instruments, to 'provide' a minimum age (or ages) for admission to employment, to provide for appropriate regulation of hours and conditions of employment, and to provide for penalties and sanctions to ensure effective enforcement of these provisions.

This provision must be seen in the context of the UNCRC as a whole.[5] This is widely said to hinge on three principles, emphasising protection, provision and participation.[6] The 'best interests' principle in Article 3 focuses on the primacy of a child's welfare?[7] The 'agency' principle in Article 12 (and the following articles) sees the child as a social participant, a subject rather than an object of concern.[8] So, the Convention adopts a concept of childhood that sees it as a period during which children are to be protected and their developing capacities respected. Reference should also be made to Article 5 of the Convention. This recognises the responsibilities, rights and duties of 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. In relation to child labour the family may be the first line of protection, but equally the main instrument of exploitation.[9]

It is significant to make the shift in emphasis in the UNCRC from seeing child labour as a matter of labour regulation to situating it within human rights.[10] For the first time since the International Covenant on Economic, Social and Cultural Rights (in 1966), the language of rights was used to define the prohibition on child labour. The UNCRC also, implicitly at least, distinguished permissible and unacceptable child labour. The distinction was subsequently articulated by the International Programme for the Elimination of Child Labour when, a few years later, it distinguished between 'child work' and 'child labour', the one benign, the other deleterious and thus to be rooted out.[11]

The ILO Convention No. 182

This distinction has now found its way into ILO Convention no. 182, adopted in 1999.[12] It is the most rapidly and widely ratified of ILO conventions: India is one of the few countries not to have ratified.[13] Further reference will be made to this later in this paper.

But, first, what does the Convention set out to achieve? Article 1 of it requires ratifying countries to 'take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency'. It is worth observing the emphasis on immediacy, and the stress on urgency. So, both immediate action and time-bound actions are called for. The child is defined, as in the UNCRC,[14] as a person under the age of 18 years. It is not surprising that the age limit should have been fixed in this way, but it does reflect the thinking of the developed world, its culture and concept of childhood, rather than the norms and expectations of developing countries.[15]

The key provision is in Article 3. This lists the types of work which are prohibited to children under 18. The worst forms of child labour include all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;[16] prostitution and the production of pornography

or pornographic performances;[17] illicit activities, in particular the production and trafficking of drugs;[18] and hazardous work (this is a conditional worst form of child labour, only constituting 'hazardous' work when it is likely to harm the health, safety and morals of children). This is spelt out in Paragraph 3 of Recommendation 190 as

> 'work which exposes children to physical, psychological or sexual abuse; work underground, under water, at dangerous heights or in confined spaces; work with dangerous machinery, equipment or tools, or which involves the manual handling or transport of heavy loads; work in an unhealthy environment… work under particularly difficult conditions, such as work for long hours or during the night…'.

We have then an important statement of principle, of intention, and very clear aspirations. We also have at least 165 ratifications. But the Convention, like any law, needs to be actualised. We need to know that it has more than just symbolic force. To this end there are monitoring mechanisms. Whether they are effective, we can debate.

Under Article 5 of the Convention, each Member State that ratifies the Convention must establish or designate appropriate mechanisms to monitor the implementation of its provisions. The UN Committee on the Rights of the Child, which oversees the UNCRC, suggests that reference should be to a multi-disciplinary mechanism.[19] Additionally, under Article 6, each Member State is to design and implement programmes of action to eliminate as a priority the worst forms of child labour. Article 7 (1) provides that Member States which ratify the Convention shall 'take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to the Convention including the provision and application of penal sanctions or, as appropriate, other sanctions'. The types of sanction are left open by the Convention. As well as penal sanctions (fines, imprisonment), there could be administrative sanctions (prohibiting a particular activity), and civil sanctions (damages, compensation). Recommendation no. 190 (in paragraph 12) says that for the very worst forms of child labour (that is those which are not expressed to be conditional on harm), there should be criminal penalties.

The Convention also emphasizes the 'importance of education in eliminating child labour'.[20] Each Member State is therefore to take 'effective and time-bound measures' to prevent the engagement of children in the worst forms of child labour, and to provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour, and for their rehabilitation and social integration, as well as to ensure access to free basic education, and , where appropriate, vocational training, for all children removed from the worst forms of child labour, and to identify and reach out to children at special risk and 'take account of the special situation of girls'.[21]

ILO Convention no. 182 also emphasizes international co-operation. Under Article 8, Member States that ratify are to 'take appropriate steps to assist one another in giving effect to the provisions of the Convention through enhanced international co-operation and/or assistance including support for social and economic development, poverty eradication programmes and universal education'. There is no legal obligation to co-operate or assist: the matter is left very much to the discretion of individual states. But

paragraph 11 of Recommendation 190 does offer suggestions as to ways co-operation and assistance can be effected. It says this could be done by gathering and exchanging information concerning criminal offences including those involving international networks; by directing and prosecuting those involved in the sale and trafficking of children, or in the use, procuring or offering of children for illicit activities, for prostitution, the production of pornography or pornographic performances; and registering perpetrators of such offences. Paragraph 16 provides that international co-operation and/or assistance should include mobilising resources for national and international programmes; mutual legal assistance; technical assistance, including the exchange of information; and support for social and economic development, poverty eradication programmes and universal education.

Has It Worked?

What impact has this elaborate framework had?[22] Is the 'end of child labour within our reach'?[23] Was the ILO simplistic or just over-optimistic when it proclaimed in 2006 that

> 'It is within our capacity to make this a world without child labour…. We can end its worst forms within a decade, while not losing sight of the ultimate goal of ending all child labour.'[24]

Whether the ILO has the information on which to base such predictions is itself dubious.

A reading of the Committee of Experts on the Application of Conventions and Recommendations (CEACR) – obviously, only sampled – is reassuring. Many countries have adopted legislation to prohibit trafficking in children, the use or procuring of children in prostitution and the production of pornography, and hazardous work for children under 18 years of age. Many others have Plans of Action or time-bound measures in place to combat one or more categories of the worst forms of child labour. Fewer countries have targeted (by legislation or otherwise) the forced labour of children or the use or procuring of children for illicit activities, in particular for the production and trafficking of drugs.

There are some positive results. A large majority of countries have adopted legislation, or amended existing legislation, either just before or soon after ratifying the Convention, to prohibit trafficking in persons or children under 18. CEACR records that such legislative measures were nearly always accompanied by the introduction of stiffer penalties. And similar measures have been taken by many countries to target prostitution and pornography. It is worthy of note that CEACR has requested countries to extend the prohibition on the commercial exploitation of children to boys, where it had only applied to girls.[25] CEARC has asked some countries to introduce legislation to target the client of a child prostitute. The well-publicised prosecution of the former pop star, Gary Glitter in Vietnam may have had an even greater impact and deterrent value.[26]

As far as 'hazardous work' is concerned, since the concept is itself open-textured, what constitutes that which can be regarded as a worst form of child labour is left to the discretion of Member States. But it is significant that many countries have legislated what activities or occupations can be so regarded. Of course, the legislation is far from uniform. CEACR has on occasions requested countries to adopt measures to prohibit children under 18 from engaging in types of work it considers to be hazardous. It did this in relation to children employed as camel jockeys in Qatar and the United Arab Emirates, and as horse jockeys in Mongolia.[27]

Also encouraging is the large number of countries which have adopted Programmes or Plans of Action to tackle one or more of the worst forms of child labour. For example, sub-regional projects in Cambodia and China dealing with the trafficking of children for sexual exploitation.[28] Another example is the project in West and Central Africa covering nine countries (Benin, Burkina Faso, Cameroon. Côte d'Ivoire, Gabon, Ghana, Mali, Nigeria, and Togo) to combat the trafficking of children for the exploitation of their labour.[29] Victims have been removed, rehabilitated, and repatriated to their families. And offenders have been prosecuted.

National Plans of Action have also resulted in the establishment of Interdepartmental Units or Task Forces.[30] These construct an integrated policy, with representatives usually drawn from Ministries of Justice and of the Interior, the police, public prosecutors, the Social Inspectorate and the Immigration Service. CEACR has noted that out of this has come such activities as tracing the guardians of the child victims, organising housing for those without a guardian, providing education, and placing children in foster care where this is necessary.

There are also sub-regional programmes aimed at withdrawing children from commercial sexual exploitation and integrating them into school, whilst, importantly providing economic alternatives to the families who, as a result, are deprived of a wage-earner. Such a project exists among the main Anglophone countries of West and East Africa.[31] There are also National Plans of Action, including ones to protect and rehabilitate young victims and punish those who have victimised them. Some countries have also adopted measures to combat child pornography on the Internet.[32] There are Action Plans to criminalise the sale, production and possession of child pornography. There are also seminars organised to train teachers, school psychiatrists, police and magistrates about the Internet-related risks of sexual exploitation. Measures have also been taken by countries to combat the worrying increase in the virulent malaise of child sex tourism.[33]

Some progress has also been made in relation to hazardous work. CEACR reports many countries, and many measures, including time-bound ones, to prevent the employment of children under 18 in hazardous work, as well as to provide for the rehabilitation of such children, when they have been so engaged. In some areas TBPs prioritise certain forms of hazardous work, such as hazardous agricultural activities and hazardous work in the urban informal economy.[34] In others, specific sectors are targeted, for example the construction industry, the manufacture of fireworks, sugar cane plantations.[35] Indeed, a whole plethora of other examples can be found: such as deep-sea fish-

ing in Indonesia, carpet-weaving in Nepal, seafood processing in Pakistan.[36] In terms of numbers of children involved, CEACR reports places where substantial withdrawals have taken place. For example, the report on El Salvador notes that nearly 30,000 were prevented from engaging in hazardous work as a result of TBPs.[37]

The quoted statistics, and thus mainstream opinion which heavily relies on these, and the data thus far given, offers reasons for optimism. Thus, in 2000, just after the promulgation of ILO Convention no. 182, the number of economically active children aged 5-14 years was estimated to be 211 million. SIMPOC (the Statistical Information and Monitoring Programme on Child Labour) believes that this number had declined to 190.7 million by 2004.[38] This is an 11 per cent decrease in four years. Of the 190.7 million, 165.8 million were child labourers, and of this number 74.4 million were engaged in forms of hazardous work.[39] In 2000 the number engaged in hazardous work was considerably higher at 111.3million.[40] So, there was a decrease of one-third of those engaged in hazardous work between 2000 and 2004.

Most child labour is located in agriculture (69 per cent): industry accounts for 9 per cent, and services 22 per cent.[41]

Most of the identified progress occurred in South America,[42] where the number of working children dropped from 17.4 million in 2000 to 5.7 million in 2004 a decline in the activity rate from 16.1 to only 5.1 per cent. The decreases in Asia and the Pacific and in sub-Saharan Africa fell in the same period only marginally: from 19.4 to 18.8 million in the former; from 28.8 to 26.4 million in the latter.[43] That child labour remains resistant to change can be seen in nine recent statistics from South America. Progress can easily halt, particularly if efforts flag. Thus, in Brazil, where there was a consistent decrease in the labour activity of 5-14-year-olds for more than ten years, there was a 10.3 per cent increase between 2004 and 2005. And the situation is even more in some South American countries where the number of working children has not stopped increasing in recent years. In Argentina the number grew sixfold between 1998 and 2005; in Peru it grew fourfold between 1993 and 2005; in Paraguay the number of working children increased by over 56,000 in the period from 2003 to 2005.[44]

The Case of India[45]

We can, of course, never be sure how accurate statistics are. Child labour is not defined uniformly by different countries. Thus, India, which, as pointed out, has not ratified Convention no. 182,[46] child labour is defined as 'the employment of children in gainful occupations with a view to adding to the labour income of the family which are dangerous to their health and deny them the opportunities of development',[47] India has legislation targeted at child labour.[48] It is in the Constitution[49] and in case law.[50] Although there is no minimum age of admission to employment, there are laws which aim to eliminate the worst forms of child labour.[51] A Supreme Court decision of 1996 obliged States to identify children employed in the worst forms of child labour.[52] Legislation in 1986 prohibits the employment of children before the age of 14 in a range of occupa-

tions and processes, including cloth printing, dyeing and weaving, but the law does not apply to children working for their parents or siblings or in schools that the government has established, financed or recognised.[53] India defines a child as a person under 14; as we have seen, international conventions put the age at 18. In India, as in much of the developing world, there is a different attitude to work from that in the developed West. It is part of 'growing up in consonance with family values and structure'[54]; the child is expected to contribute to the welfare of the family. Child work includes light domestic chores, has certain learning values, and contributes to the child's mental and cognitive development.

India has the largest number of working children in the world (it has the largest child population as well). How many child workers there are cannot be accurately gauged since employers and parents are wary of disclosing information. Thus, we must be cautious about official statistics. According to the government of India, 9.33 million children were in work in 1999-2000.[55] This is, of course, a gross underestimate. Another statistic puts the percentage of children attending schools at 80.8 per cent.[56] If it were the case that less than 10 million children were working, this would mean less than 1 per cent of the total number of children. The figures just don't add up.

Studies in India reveal also gender inequality.[57] Boys are given preference over girls when it comes to decisions about education. Government statistics show more girls than boys working when less than 10, but many more boys than girls in employment in the age group 10-14.[58] This does not necessarily mean the girls are at school; they may well be involved in domestic help.

Child labour is commonly located in traditional industries. Many of these are hazardous: the fireworks industry in Tamil Nadu, the silk industry in Karnataka, the glass bangles industry in Andhra Pradesh and Uttar Pradesh.[59]

One of the worst forms of child labour is bonded labour.[60] It is forced labour. According to UNICEF, 40-50 per cent of bonded labourers are children.[61] Such children are very vulnerable; abuse at work is not uncommon. To its credit, India was the first country to acknowledge the existence of bonded labour.[62] It passed legislation in 1976 to abolish it: perpetrators face up to three years in prison.[63] By 2004 these had been nearly 5000 prosecutions, mainly in Uttar Pradish. There is no information on the number of convictions, or the sentences passed.

The Case of Pakistan[64]

It is worth contrasting the case of India with that of Pakistan. Pakistan has ratified ILO Convention no. 182, and therefore comes within the scrutiny of the ILO.

Estimates of the number of child labourers in Pakistan vary from 3.31 million, according to the first child labour survey in 1996, a gross underestimate quite clearly, to the widely-quoted figure of 10 million today. But this too is likely to fall far short of the true figure.[65]

CEACR has made many recommendation to Pakistan on child labour. It has been concerned with the high incidence of trafficking in children for the purposes of sexual exploitation, bonded labour and camel jockeying.[66] Pakistan has legislation (from 1992) against debt bondage, but the Committee noted in 2006 that this remains largely ineffective.[67] There is widespread corruption enabling perpetrators to avoid detection. People found guilty of violating the legislation are rarely prosecuted, and, when they are, the fines imposed are usually insignificant. Indeed, it is astonishing that the only punishment which may be inflicted on offenders who use forced or bonded labour is a fine.[68] The Committee in 2006 noted that Pakistan had 'several million bonded labourers, including a large number of children'.[69]

It also has a National Policy and Plan of Action for the Abolition of Bonded Labour and Rehabilitation of Freed Bonded Labourers, formulated in 2001.[70] But the implementation of this has been slow. The government has not wholeheartedly committed itself to the Policy and Plan or put money where its mouth is. There are labour inspectors but they are poorly trained and corruption is rife. Inspections take place in the wrong places, often in locations where child labour is not endemic.

In 2003 the ILO/IPEC started a four-year project to support the Time-Bound Programme on the Elimination of the Worst Forms of Child Labour.[71] It identified 29 hazardous occupations for children. The carpet industry was one sector identified. 1-2 million children are thought to be involved in this. But despite the initiative only 13,000 children have been removed from it. Another identified sector of concern is the surgical instruments industry: children constitute 15 per cent of the workforce. Again, little progress has been made.[72]

The Committee, as it can do, requested a lot of information from Pakistan, ranging from how inspectors were trained, to projects to combat child trafficking. It expressed concern also on the forcible recruitment of children to serve in armed conflicts.[73] This, of course, is the subject also of the UNCRC and an important Optional Protocol to it.[74] It asked also for information on monitoring systems.

The ILO's limited powers are very evident from a reading of this report. They can criticise, name-call, demand information (but do they check the replies they get?), and write reports. But the ILO is essentially toothless. Rights without remedies are rhetoric, little more. And here we have a clear example of this in practice. I have cited from the report about Pakistan, because it made a natural comparative with India, but a sampling of other reports confirms essentially the same picture.

Can Conventions Change the Lives of Children?

This leads me to ask the question: can conventions change the lives of children? In particular, since my focus here is on ILO Convention no. 182, can a convention effect a change in the lives of vulnerable, disadvantaged children living in the developing world? And, if not, how can we improve the lives of such children? We are confronted with a dilemma: the international community, and rightly so, must act, but it only has

a minimal direct say in how or whether the standards it sets become a reality. Do we need new international institutions? Or can we rely on existing ones to persuade countries to pass and enforce laws and implement programmes to comply with international standards? Or is standard-setting the right way of going about things? Will there always be inefficiency, corruption, apathy, no matter what? How can we make the global economy take cognisance of children's human rights?[75]

As already noted, it is difficult, if not impossible, for a convention like ILO no.182 to have a material impact on the informal economy. In the developing world many children, who do not surface to be recorded in the statistics, work for their families. They work on family farms. The work they do may be hazardous; there may be exposure to dangerous machinery or toxic chemicals or the work may be beyond the physical capacities of young children. Of course, children throughout history have worked in agriculture in this way:[76] it is not a new phenomenon or one unique to the developing world. It is a way of life, an unquestioned pattern for many millions of children. It may be thought that working for parents affords children some protection from the rights of wage labour in the outside economy. But I doubt it. Children may be as readily exploited by parents as by any harsh employer. We are talking about a largely invisible workforce. And often we are talking about very young children. Obviously, the education of such children will suffer. There may well also be gender inequalities. There are also higher mortality rates amongst such children.[77] Work on family farms clearly comes within Article 3 (d) of ILO Convention no. 182, provided national laws or regulations so determine. But do they? Or do they turn a blind eye to it? Is it even necessary to turn a blind eye to what is largely 'invisible'?

This is a good example of where conventions cannot easily bite. There may be more effective ways of tackling this resistant problem. One way is through mandatory schooling,[78] One way to encourage schooling is by offering food to students.[79] This is an incentive to the children and also to their families. A study by Priya Ranjan[80] found that in all the four schools in India investigated where food was offered there was high enrolment. Schools which accommodate to the agricultural calendar also find improved attendance rates.[81] There is also evidence that the better educated the parent, the more likely the child is to go to school.[82] This is hardly a conclusion to surprise, but it is a lesson not sufficiently taken on board. Education can break the cycle of child labour. There is, of course, no reason why schools cannot introduce education which is agriculture-related.

Child labour will also decline as adult employment prospects and conditions improve. An increase in adult wages is likely to correlate with a decline in child employment[83], as well as an increase in the number of children going to school.

Other Models to Tackle Child Labour

Conventions provide frameworks, but there are other approaches, other models, which can be employed to target child labour.

There are protocols, like the so-called Cocoa Protocol of 2001.[84] This was entered into by the Chocolate Manufacturers Association and the World Cocoa Foundation and relates to the growing and processing of cocoa beans, which is an industry permeated by the use of child labour. The protocol created a broad consultative group to work collaboratively with the ILO to implement it. It makes compliance with ILO's no. 182 the first of its guiding principles and calls for

> '(a) a survey of the affected areas; (b) an advisory council to oversee the survey; (c) a consultative group comprising industry, non-governmental organisations, government agencies and labour groups; (d) a pilot programme; (e) a monitoring group; (f) an international foundation; and (g) public certification that cocoa used in chocolate or related products has been grown and processed without forced labour'.

This led to the establishment of a foundation, the International Cocoa Initiative – Working Towards Responsible Labour Standards for Cocoa Growing.[85] There have, as a result, been moves towards a certification programme to ensure responsible production of cocoa, but this certification is limited to ensuring the non-use of the worst forms of child labour only. This is a major limitation, but perhaps we should see the Protocol as a first tentative step only. However, there is no evidence about whether it is working. But that which parties have agreed to likely to be more effective than what is imposed upon them by governments who have ratified conventions. However, the concern must remain that the Protocol and the certification system are merely window-dressing, exercises in public relations, with little substance.[86]

Cocoa is not the only commodity to have been subjected to social labelling. Better known is the RUGMARK initiative.[87] This certifies producers and retailers who agree to produce and sell carpets without illegal child labour. To get the label produces must not employ children under the age of 14 years. However, in family-run loom businesses, family members can work if they attend school. RUGMARK's model is the earlier ILO Convention (no. 138) rather than no. 182: it is age, rather than harm, upon which the scheme focuses. It also supports community-based projects for children, particularly in education. Social labelling projects are important. But they give rise to three questions. First, how effective are their monitoring mechanisms? Secondly, these are initiatives developed largely in the developed world, so that once again it is Western standards being imposed on the poorer nations of the world. And, thirdly, they are standards set regardless of what children want. In UNCRC terms they emphasise protection rather than agency.[88] This may be the right balance, but it is not incontestable. It may also be noted that the emphasis is on age and neglects issues like work conditions, number of hours worked, and whether there is any apprenticeship involved.[89]

Listening To Children

All the initiatives thus far discussed, including the UNCRC and the ILO Conventions no. 138 and 182, have been adult-led. So, where does Article 12 of the UNCRC fit

into this? I have remarked before on the paradox of a Convention which emphasizes participation, as the UNCRC does in Article 12, having no direct input from children (though various NGOs purported to represent children in the formulation of the Convention).[90] Article 12, let us remind ourselves, requires States Parties to 'assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child'. So, do children have a role? Can we see them as the change-makers? What do children think of child labour?

Anthropologists and sociologists tell us that children create their own worlds rather than accept a world imposed on them.[91] Should we therefore pay more attention to how children analyse their own experiences? This goes beyond what Article 12, in its obviously legalistic way, requires. It requires us to examine not just their opinions about work but how a reflective interpretation of their work experiences can be established. Work, as understood by most adults, is paid work. Do children interpret work in this way too, or do they include within it work that is otherwise than gainful employment? And do children from different cultures have different concepts of work? Is domestic labour seen differently by children in the developed world and developing world? Should we call it 'labour' or 'work'? 'Labour' may have (unnecessarily) negative connotations.[92]

There are a number of studies on children's meanings of work.[93] These try to observe how working children think and ask. Most of this work comes from Britain, Scandinavia and Italy.[94] There is also an important recent article on the meanings of work for children in Germany. Most work to explore children's perspectives in developing countries is about street children.[95] The German study (by Hungerland and colleagues[96]) found that work by children was not perceived first and foremost as a social problem that has to be tackled. Rather to ensure that children are taken seriously as 'reflective, active subjects in all imaginable aspects of their lives'.[97]

Mainstream thinking can all too easily gloss over this. Judith Ennew noted that in the developing world 'Children have economic and other responsibilities to fulfill within families and communities'.[98] Work is seen by many of them as a learning experience, where knowledge and skills to enable them to live and interact in the societies of which they are a part are developed. There is a difference between working in the fields with parents and extended family and doing arduous, repetitive work in a factory to service the needs of the developed world – 'needs' which will increase with the recession as the demand for more and more 'dollar shops' grows. Work can be part of a child's identity. So, 'listening to children's feelings, perceptions and views is an essential source of evidence on the way work affects their development, especially psychosocial aspects of development'.[99] We use the language of 'hazard' and 'harm', but we must not ignore children's perceptions of this. Does work, for example, enhance the child's sense of security, dignity, identity?

In the light of this, the growth of working children's social movements and organisations is significant.[100] These demonstrate that working children can competently speak up for themselves. These organisations consist mainly of children between the ages of 12 and 16. Most of these children work under conditions which violate their human

dignity and hinder their development. They claim rights, modeled (it would seem) on the UNCRC but tailored to these children's situations. Liebel quotes 'the 12 rights' formulated by West African Children's organisations in 1994 as an example. The demand is for

'The right to vocational training in order to learn a job;
The right to stay in the village and not move away;
The right to carry out our activities safely;
The right to access to fair justice in case of problems;
The right to sick leave;
The right to be respected;
The right to be listened to;
The right to a light and limited type of work, adapted to our ages and abilities;
The right to have health care;
The right to learn to read and write;
The right to have fun and to play;
The right to express ourselves and organise ourselves;'[101]

Liebel notes that 'In Latin America as well as in Africa, another right is demanded over and over again …., which is not included in the U.N. Convention at all: the right to work'.[102]

These children see themselves 'not only as profiteers (*sic*) or as objects of the goodwill or the concern of adults or of the institutions created by them, but as independent individuals who can judge and design their lives themselves and can contribute something to society'.[103] Mini World Summits of Working Children have been held. That in Dakar in 1998 proposed that all the world's children should one day be able to decide whether they worked or not.[104] These organisations are an excellent case-study of children's participation. Thus, the First Mini Work Summit of Working Children from Huampani – Lima in 1997 declared: 'Up to now, we have been listened to, but our opinions have not been taken into account. We have the right to organise ourselves, but our organisation have not been legally recognized'.[105] The significance of legal recognition should not under-estimated: it would put such organisations in a position to open bank accounts, make contracts etc.

The claim to participation makes it clear that these self-organising working children do not position themselves on the margins of society, but 'define themselves as a legitimate and equal part of it:[106] Liebel sees 'double marginalisation' at play here: the worker as devalued; the adolescent, not yet a citizen, denied political participation in the organization of society.[107] The organisations respond by insisting 'not only on being heard on all questions concerning them but also on being able actively to co-decide'.[108] So, they demand, for example, a seat and voice in the committees of the ILO. This is a challenge to dominant views of children and childhood, even those espoused by norm-setting bodies like the UN and the ILO.

Conclusion

Child labour is both complex and controversial. Not only are the answers difficult, but, it may be said, so are the questions. Whether it will ever disappear is dubious: whether it should do so is contentious. The developed world has come a long way since the time of Kingsley and Dickens. That it should wish, through international conventions in particular, to foist similar solutions on the less developed world is understandable, but may achieve less than anticipated. It is natural to stress the child protection aspects of child labour, but this is to reinforce a pathological model. But work enhances as it harms. Finding the right balance must be the goal. The key lies in emphasizing children's rights: in giving rein to children's agency whilst ensuring that this is not used to destroy future autonomy. Children have the right to an open future. We must ensure they be given the opportunities to enjoy this.

Endnotes

1 See Alcock, A.E., *History of the International Labour Organisation*, Basingstoke, Octagon Books, 1971.

2 See Borzaga, M., 'Limiting the Minimum Age: Convention 138 and the Origin of the ILO's Action In the Field of Child Labour' in Nesi, G., Nogler, L., Pertile, M., *Child Labour In a Globalized World*, Aldershot, Ashgate, 2008, 39-64.

3 Only Somalia and the U.S.A. have not ratified it. There is hope that the new Obama administration will do so.

4 On which see Van Bueren, G., *The International Law on the Rights of the Child*, Dordrecht, Martinus Nijhoff, 1995, ch.10. See also Hanson, K. and Vandaele, A., 'Working Children and International Labour Law: A Critical Analysis', *International Journal of Children's Rights 11, 73 (2003).*

5 On which see Cullen, H., *The Role of International Law In The Elimination of Child Labour*, Leiden, Martinus Nijhoff, 2007.

6 These are well-described (*inter alia*) in Alderson, P., *Young Children's Rights*, London, Jessica Kingsley, 2007 (2nd edition).

7 On which see Freeman, M., *The Best Interests of The Child*, Leiden, Martinus Nijhoff, 2007.

8 On the drafting history of Article 12 see Detrick, S., *A Commentary on the United Nations Convention on the Rights of the Child,* The Hague, Kluwer Law International, 1999, 214-218.

9 But see Guggenheim, M., What's Wrong With Children's Rights, Cambridge, Mass, Harvard University Press, 2005 (parents' rights as 'sacred').

10 See Cullen, H., 'Child Labor Standards : From Treaties to Labels' in Weston, B. H. *Child Labor and Human Rights*, Boulder, Colorado, Cynae Rienner Publishers, 2005.

11 See White, B., 'Defining The Intolerable', *Childhood,* 6, 133-144 (1999).

12 38 ILM 1207 (1999). It entered into force on November 19 2000.

13 India is the focus of many studies including Mishra, L., *Child Labor in India*. New York, Oxford University Press, 2001.

14 See Article 1.

15 And see Ennew, J., Meyers, W. and Plateau, D.P., 'Defining Child Labour as if Human Rights Really Matter' in (eds) Weston, B. H., *Child Labor and Human Rights*: Boulder, Lynne Rienner, 2005, 31, emphasizing that childhood is a social construction.

16 On this see further UNCRC Article 38 and the Optional Protocol on the Involvement of Children In Armed Conflict 2000.

17 See also UNCRC Article 34 (b) and (c).

18 See also UNCRC Article 33 ('illicit use of narcotic drugs and psychotropic substances').

19 See ILO, *Child Labour, Report IV (2A)*, ILA, 87th Session, 1999, Geneva, Office Commentary, 80.
20 Article 7 (2).
21 *Ibid*.
22 See Fodella, A., 'Freedom from Child Labour as a Human Right: the Role of the UN System in Implementing ILO Child Labour Standards' in *op cit*, note 2, 203-227.
23 ILO, *A Future without Child Labour*, Geneva, ILO, 2002.
24 ILO, *The End of Child Labour*, Geneva, ILO, 2006, ix.
25 See for example *Individual Direct Requests Concerning Convention no 182 in relation to Albania*, 2005; Fiji, 2005; Jamaica, 2006.
26 As widely reported in world media. When he left prison in Vietnam a number of countries refused to admit him.
27 CEACR, *Individual Observations Concerning Convention no. 182:* Qatar, 2004 and United Arab Emirates 2004; Mongolia, 2005.
28 CEACR, *Individual Direct Request Concerning Convention no. 182*: China, 2005, noting Mekong Sub-Regional Project.
29 CEACR, *Individual Direct Requests Concerning Convention no 182*: Benin, 2004; Burkina Faso, 2004; Ghana, 2004; Togo, 2004: noting sub-regional project.
30 CEACR, *Individual Direct Requests Concerning Convention no 182*: Belgium, 2006; Croatia, 2006.
31 CEACR, *Individual Direct Request Concerning Convention no 182*: Kenya, 2004.
32 See CEACR, *Individual Direct Requests Concerning Convention no 182*: Finland, 2004; Norway, 2004.
33 For example, see CEACR, *Individual Direct Requests Concerning Convention no 182*: Finland, 2004; Germany, 2005; New Zealand, 2005.
34 See CEACR, *Individual Direct Requests Concerning Convention no 182*: Brazil, 2004; Dominican Republic, 2004.
35 See CEACR, *Individual Direct Requests Concerning Convention no 182*: Ecuador, 2006; El Salvador, 2006.
36 See CEACR, *Individual Direct Requests Concerning Convention no. 182*: Indonesia 2004; Nepal 2005; Pakistan, 2005.
37 See CEACR, *Individual Direct Request Concerning Convention no. 182*: El Salvador 2006.
38 This date is taken from ILO, *The End of Child Labour*: *Within Reach – Global Report under the Follow-Up to the ILO Declaration on Fundamental Principles and Rights at Work,* Geneva, ILO, 2006, 5-9.
39 *Ibid*.
40 *Ibid.*
41 *Op cit*, note 23.
42 See Raymond, W.S., 'The Implementation of the ILO's Standards Regarding Child Labour in South America: A General Overview and The Most Meaningful Achievements' in *op cit*, note 2, 391-413.
43 See Hagerman, F., Diallo, Y., Etienne, A. and Mehran, F., *Global Child Labour Trends* 2000-2004, Geneva, ILO, 2006.
44 *Ibid*.
45 On which see Sabbaraman, S and Von Witzke, H., An Overview of Child Labour in India'. And Pinto, A., 'Child Labour In India: Critical Evaluation of Four Issues' in (eds) Herath, G. and Sharma, K., *Child Labour In South Asia*, Aldershot, Ashgate, 2007, 99-112, and 113-132.
46 The reasons for this are not clear.
47 See Basa, K., 'Child Labor: Cause, Consequence and Cure', *Journal of Economic Literature*. 37, 1083-1119.
48 But it does not specify a minimum age for admission to employment.
49 See the emphasis on education in the Constitution (86th) Amendment Act 2002: for those between 6 and 14 years it is a fundamental right.
50 See no. 52 below.
51 For example, see the Bonded Labour System (Abolition) Act 1976 (labour for 'nominal wages' is included in this).

52 *M.C. Mehta v. State of Tamil Nadu and Others.* Supreme Court Cases, vol. 6, 1996, 756.
53 Child Labour (Prohibition and Regulation) Act 1986.
54 See Gayathri, V. and Chaudhri, D.P., 'Introduction' to Special Issue on 'Child Labour' in *Indian Journal of Labour Economics* 45, 443-450 (2002).
55 This statistic is quoted by Sabbaraman and Von Witzke, *op cit*, note 45, 100.
56 See *ibid*, Table 7.1 at p.101.
57 *Ibid*, 101-103.
58 *Ibid*, Table 7.2 at p. 103.
59 *Ibid*. 102.
60 One statistic, often quoted, is that there are at least 15 million bonded labourers in India: most are put into bondage for comparatively small sums of money. See Pinto, *op cit*, note 45, 116.
61 This is quoted in Subbaraman and Von Witzke, *op cit*, note 45, 103.
62 It did this in 1933 (see Children (Pledging of Labour) Act 1933).
63 The Bonded Labour System (Abolition) Act 1976.
64 See Munir, S., and Mangi, H., 'Strategies for the Prevention of Child Labour: An Overview of Strategy and Effectiveness in Pakistan' in *op cit*, note 45, 151-168.
65 *Child Labour Survey of Government of Pakistan*, 1996, quoted by Munir and Mangi, *op cit*, note 45, 154.
66 *Ibid*.
67 CEACR, *Individual Observation Concerning Convention no 182, Pakistan*, 2006.
68 Noted by Sanna, S., 'Slavery and Practices Similar to Slavery As Worst Forms of Child Labour' in *op cit*, note 2, 119 n.61.
69 *Op cit*, note 67.
70 This is discussed by Munir and Mangi, *op cit*, note 64, 157-160.
71 *Ibid*.
72 *Ibid*.
73 An even greater problem in Aftrica: see Mezmur, B., 'Children at Both Ends of the Gun: Child Soldiers in Africa' in (ed.) Sloth-Nielsen, J., *Children's Rights in Africa*, Aldershot, Ashgate, 2008, 199-217.
74 On which see Vandergrift, K., 'International Law Barring Child Soldiers in Combat: Problems in Enforcement and Accountability: *Cornell International Law Journal*, 37, 550 (2004).
75 See Stiglitz, J., *Globalization and Its Discontents*, London, Penquin Books, 2006, though this reflects the effects on globalization in children.
76 See Cunningham, H., *Children and Childhood in Western Society Since 1500*, London, Longman, 1995. See also James, A., Jenks, C. and Prout, A., *Theorizing Childhood*, Cambridge, Polity, 1998, ch.6 (in 'Working Children').
77 And see Morice, A., 'Paternal Domination: the typical relationship conditioning the Exploitation of Children' in Schlemmer, B (ed.), *The Exploited Child*, London, Zed Books, 2006, 195-213.
78 China prohibits the employment of children who have not had 9 years' schooling: see Pratap, R., 'The Implementation of ILO Child Labour Standards in Asia: Overview and Selected Issues' in *op cit*, note 2, 369-390, 372. And see Ray. R., 'Simultaneous Analysis of Child Labour and Child Schooling', *Economics and Political Weekly* 37, 215 (2002).
79 Noon-day meal schemes are discussed briefly by Subbaraman and von Witzke, *op cit*, note 45, 111.
80 Ranjan, P., 'An Economic Analysis of Child Labour', *Economic Letters,* 64, 99-105 (1999). See also Ranjan, P., 'Credit Constraints and the Phenomenon of Child Labour', *Journal of Development Economics* 64, 81-102 (2001).
81 And see Abernethie, L., 'Child Labour in Contemporary Society: Why Do We Care?' *International Journal of Children Rights*, 5, 123-127 (1997).
82 *Ibid*.
83 Basu, K., 'On The Intriguing Relation Between Adult Minimum Wage and Child Labor'. *Economic Journal* 110, 462 (2000).
84 This is discussed by Cullen, H., 'Child Labor Standards: From Treaties to Labels' in *op cit*, note 15, 106-107, and *op cit*, note 5, 247-250. There is also now a Coffee Code.
85 See *ibid*, 107.

86 Hence the need for close monitoring.
87 This is also discussed by Cullen, *op cit*, note 84, 108-109. In relation to RUGMARK in India and Pakistan see Post, D.M., 'Conceiving Child Labor in Human Rights Terms: Can It Mobilize Progressive Change?' in *op cit*, note 15, 279-280. There is also an account in Weisberg, L. S., 'Nongovernmental Organizations in the Struggle Against Child Labor' in *op cit*, note 5, 357-359. Another example is the initiative taken by FIFA on the manufacture of football balls. See, further, Hilowitz, J., 'Social Labelling To Combat Child Labor: Some Considerations' *International Labour Review*, 136, 215, (1997).
88 See Article 32, in particular. But note also Articles 15, 27, 28, 31, 33, 34, 35, 36, 39.
89 And see Cox, K., 'The Inevitability of Nimble Fingers? *Vanderbilt I Transnational Law*, 32, 115-147 (1999)
90 Freeman, M., *The Moral Status of Children*, The Hague, Martinus Nijhoff, 1997.
91 Mayall, B., *Children's Childhoods: Observed and Experienced*, London, Falmer, 1994.
92 See Mmari, D., 'Combating Child Labor in Tanzania: A Beginning' in *op cit*, note 15, 173. See also White, B., 'Defining The Intolerable', *Childhood* 6, 133-144 (1999).
93 See e.g. Leonard, M., 'Working On Your Doorstep' *Childhood*, 9: 190-204 (2002)
94 For example, Hobbs, S and McKechnie, J., *Child Employment in Britain:A Social and Psychological Analysis*, Edinburgh, The Stationery Office, ; Leonard, M, 'Children's Views on Rights To Work: Reflections from Belfast', *Childhood*, 11, 45-62 (2004); Solberg, A., 'Hidden Sources of knowledge of Children's Work in Norway' in Mizen, P., Pole, C and Bolton, A., (eds) *Hidden Hands: International Perspectives on Children's Work and Labour*, London, Routledge, 108-120 (2001).
95 See the Special Issue of *Childhood*, vol. 3, no.2 (1996).
96 Hungerland, B., Liebel, M., Liesecke, A., and Wihstutz, A., Paths To Participatory Autonomy: The Meanings of Work for Children in Germany', *Childhood*, 14, 257-278 (2007).
97 *Ibid*, 258.
98 *Ibid*.
99 *Ibid*.
100 See Liebel, M., Overwien, B., and Becknagel, A., (eds), '*Working Children's Protagonism: Social Movements and Empowerment in Latin America, Africa and India*, Frankfurt, IKO, 2001.
101 See Liebel, M., *A Will of Their Own: Cross-Cultural Perspectives on Working Children*, London, Zed Books, 2004,. See also Liebel, M. 'Opinion, Dialogue, Review: The New ILO Report on Child Labour: A Success Story, or is the ILO still at a loss?' *Childhood*, 14: 279-284 (2007).
102 *Ibid.*
103 *Ibid*.
104 *Ibid*.
105 *Ibid*.
106 *Ibid*.
107 *Ibid*.
108 *Ibid*.

III. Summary of the Participants' Evaluation at the Impact and Dissemination Seminar, Bangkok, January 2009

On the last day of the Impact and Dissemination Seminar in Bangkok the participants evaluated the seminar, as well as the Child Rights, Classroom and School Management programme. The participants were divided into ten groups with questions to discuss. In each group the discussion was led by a mentor and notes were taken by an organiser. Since many of the participants expressions and experiences were similar the answers have been shortened and a summary of the evalutation is presented.

1. General impressions on Bangkok and the Impact and Dissemination Seminar

- Bangkok is a city full of contrasts just like the group of participants; wonderful choice of location; heavy traffic; the hotel was very good; Thai people are very welcoming, warm, friendly, respectful and accommodating; things in Thailand are cheap. The hotel has very good facilities and warm personnel. Grouping and arrangement of participants was great, really professional. Everything was in place and very organized. It felt very cheerful. The participants had a very warm reception.
- Administration was highly impressive; good planning; warm reception of participants; organizers did a great follow-up to the training programme; they made a big effort to have a successful seminar; participants' needs were always heard; they showed a personal interest for the participants making them feel like individuals and not just as part of a group.

– Involvement of learners in the seminar was a great idea, they learned a lot from their experiences.
– It was interesting to hear about other groups' projects and to see that we all work in the same direction.
– We learnt a lot from the posters
– Bangkok meeting has strengthened the engagement in the project, has given an opportunity to networking within the country, different teams, and with other countries.
– High quality, committed participants
– The conference has taken place in a friendly environment.
– "Lund University and Sida are planting seeds in the different countries. This seminar has shown that the seeds are growing into fruitful trees."
– Impressed by the number of participants and that so much had been done in terms of work and projects.
– Appreciated the participatory methods which the seminar was conducted according to: Small group discussions, poster sessions, etc., which provided a good connection between the lectures and the national contexts.

Sunday – Welcome

– Excursion was excellent, they really enjoyed it, grouping by batch was a good idea to meet old friends; everyone had the chance to share his/her ideas.
– The organization was fantastic, the use of colours and arrangements were well appreciated; it made them feel they belonged to a group, spirit of cooperation. Good example to follow and to apply to their own activities with children.
– The dinner was a great way to meet new people and to break the ice and encourage integration.
– After the excursion I can tell my students about Buddhism, Thai culture and their differences.
– Before the excursion we only knew the people from our batch.
– One of the seminar's topic was "culture" and you showed this to us before we started it.

Monday – Opening

– The lecture was an eye-opener; we understood how to handle our work. It would have been good to tell us what is happening in Thailand. To give examples.
– Cliff Meyers was a good start for the whole week.
– The poster session was a brilliant idea.

– The poster session needed to be more structure. Time allocated was not enough. It felt a little unorganized. The idea was good but execution was not optimal. Posters needed to be explained by the participants and they felt that they did not have enough time to do it.
– A poster should be self-explanatory.
– Pre-conference and post-conference presentation was good. The post-conference part helped us to keep us focus during the week and the pre-conference informed us about other countries' projects. It was easy to come together as regional teams thanks to this structure. It gave us the chance to get to know each other and to see the growth in people.
– The opening dinner was very good, the mentors were very warm and the slideshow was very interesting to look back to what has happened over the years and in the different batches. Mentors presentation was good example of group work!

Tuesday – Good Practices

– The inclusion of children was very good: "nothing for us, without us." Bringing pupils was very good; it was very exciting to hear their opinions and their issues. The pupils are better change agents than the participants when it comes to spread the CRC within their families. It was very valuable to have them here. Why weren't boys represented? Were they only from private schools? What about the perspective from public schools?
– It would have been nice to have representatives from other continents, e.g. Africans would have liked to listen to Latin Americans' learners. You could also invite some teachers and parents from the schools where the students making the presentation belonged to.
– Good practices should not be placed in one day, the whole conference is good practise. The children became isolated after Tuesday. Maybe you can bring more children and they can share. The issues were academic etc, it was hard for them to follow. . More children will give another dimension to the conference; there would be a conference for them on the same time. Inspiring with the children.
– I can see that impact have been made by the way the students talked in front of all, they were empowered
– A culture of child change agents should be created.
– Zambian presentation was well organized and it was regarded as relevant, since it showed the importance to have access to the national level when working on the local and regional level.
– Zambia, very impressive I learnt that students' council can be a solution for riots and violent students because they organize and make their own rules. The children are participating and that will help to sort out riots.

– Would like to have more gender-sensitivity from the presenting participants. Very impressing presentation from Zambia. We can learn a lot from Zambia. They helped us in our networking – set a good example for us others. Very important that they came in early in the programme – they were first the real change agents in the programme. We have learnt a lot from the Zambian team. We are going home with greater hope.

Wednesday – Broader Perspective

– Göran's presentation was the best, it was inspiring and the topic was very good and needed. Easy to relate to and to bring these ideas into their work. It was useful to bring the theory into their contexts.
– Göran Hydén had a very good lecture. Very useful analysis. Rights and responsibility both for children and the grown up – it's very important to speak of both rights and responsibility. It gave us ways to find our own answers. The culture is not every time a barrier.
– Interesting how he contended cultural aspects. He broke them all down and said we all belong to a cultural context and we have to be tolerant. Interesting that he spoke of tolerance and that it will take time to mainstream CRC into cultures.
– Proposal: professors from Africa, Asia and Latin America should be included in order to relate and to explain the lectures into the local areas.
– Very good idea to let six countries present…could see that all countries have difficulties but also that all countries have made progress regardless of the difficulties; very inspiring.
– Country presentations were not so interesting, there was an overlap of the ideas and they were hard to separate.
– Found lots of similarities between the different countries. I thought before that our country is the worse in CRC but seeing the different countries I realize that is not our time and we have to go slowly. We have to accept culture praxis's and we have similar problems.
– We are promoting child rights culture in order to make sure they will became actors in a democratic society. I was reassured that the rights and duties are components for the democratic goal.

Thursday – Sustainability

– Sustainability concepts were very useful to apply in their work.
– The India presentation was very good. Very good team work – good example
– Quality assurance – very useful. We changed the nature of the activity we focused on the various criteria measurement tools. This activity forces you to
– We should have had our countries debating in smaller groups, we would apply it to our own projects.

– Difficult, tired after so long. Indicators were too technical. Very important issue and recommended that this is included as a subject in the course but would also like to have a lecture on the monitoring of these indicators as well.

Friday – New Research & Networking

– The concept of grains of gold needed to be explained to the participants who were presenting. People talked about their projects not about what the title really meant. It was a good idea but several of the speakers misunderstood its purpose.
– One suggestion to make a news letter with grains of gold and more systematically send out to all participants, so they can have the whole story.
– There were good possibilities to strengthen the network.

Saturday – Impact

– They were given clear directions on how to proceed for the post-conference report. Post-conference will be very useful to everyone, especially the participants.
– It is good to have time to reflect. Sitting together, we learn from each other.

2. How did the seminar turn out compared to your expectations?

– Expectations were met and exceeded. We have learned a lot, by the courses as such and by sharing experiences. It feels like a global mission and meeting all the people from different parts of the world (the Bangkok meeting) conveys strength for all. "Togetherness is strength" to quote a Kenyan proverb. It gives all of us a new drive to move on.
– A positive aspect is to bring people together with different experiences within a shared field like education and see the inspiration and feel the enthusiasm for bringing forward the process of Child Rights Approach to Education.
– I have gained experience from other trained change agents and realized that we have many similar challenges and some are different. This has been an eye opener. We hear of something and then we go back and use it.
– I had negative expectations about being in a big group but thanks to the grouping system and the hotel facilitators everything have worked and being in all this different group has been great. It has been wonderful the interactions and the experiences. I thought it was going to be like a big seminar but the setting has made it possible to understand other countries and cultures.

3. What experience(s) from the Bangkok seminar was the most impressive to you?

- How to make CRC systematic and how to institutionalize it in my country. It has put more responsibility on our shoulders and will lead us to do more.
- The inspiration that I got as a person and the spirit in our country team has improved a lot!
- How the organizers have been able to extract every piece of information.
- The idea of networking, very strong and impressive
- Very good support and cooperation between mentors and coordinators.
- The grouping was very important! We have been motivated to discuss in all groups! Seen that we are far behind other groups. We're committed now and have had a change of mind so we will work to reach other countries levels.
- I felt I was only a drop in the ocean before, felt like working in isolation. Now I changed my mind, it's a global thing. I have more strength to go forward.
- Know now how to work intellectually.
- The child's feeling about corporal punishment.
- We have strengthened each other in the country. Analyzed what we have all done and we can make a difference at grass root level and can go to other levels.
- I have come up with an idea on research on participation and corporal punishment.

4. Were your change processes reflected in the Bangkok mirror?

- It has given us the opportunity to reflect of the change process. It is a long process. We have to ensure quality. This was a good reminder of that.
- Coming out of a bubble and learning from the practices applied by other participants. Comparing these practices was very beneficial.
- We are going to bring good practices to others and beyond our own projects. The sharing of experiences helped to realize where we stand at this moment in our work with the CRC to evaluate ourselves and our motivation. "I am going back with universal knowledge but with an individual responsibility."

5. Considering the Bangkok seminar and your change processes – how did you experience the seminar?

- A positive aspect was the possibility to meet your own countrymen and – women. It gave an opportunity to get a common vision for one's own country. The idea to organize workshops in a regional manner was also important.

– It was a surprise to go from a country team to become a regional team. The seminar was a great possibility to share with others. Good team process, we are all working together and we are all going through similar situations. Now we have to find a way to stay together or to meet again. Forum/Networking.
– The ideas and concepts of CRC are rooted, now it's time to move from the concepts to walk our talk – be visible in our country or region. You always find new to add to your experience (even the evaluation now adds to my experience)
– Many participants expressed that they felt that the Bangkok seminar was both and end and a beginning. "Before we were students! Now we feel like we have graduated!"
– We want to do this again! A Bangkok seminar every 5 years!

6. What are your future plans as regarding change processes?

– The seminar has been an "eye opener". I now understand that I have to work with all stakeholders and expand my horizon.
– The plan is to continue with our projects and working on the present problems related to the CRC in the different countries.
– I will put more fire on the work I have done before – translation to our local language – to cover the whole country! I have a lot of ideas of how to promote CRC, write articles, use media etc. Regional network. Think globally and act locally. Use media for impact! Good experiences from India.
– To encourage other schools to implement the CRC. Sensitizing the community (schools, parents, teachers, students).
– To start a teachers college and train teachers to be change agents.
– We are creating an association for CRC, involving more stakeholders. Start influencing other groups within the country and work closer on a national level. Also create and umbrella organization to work with child rights and to establish a CRC committee at the regional level. We will form an association among change agents as a CRC resource group. Go out of our box…
– We are starting an awareness programme and country team network – also regional networking.
– Sida has succeeded in graduating a lot of change agents! We must continue even if Sida does not decide to support it more.
– "I haven't done enough so when I go back I will take new challenges."

7. Reflections on all phases of the CRC, Classroom and School Management training programme, from the 3 weeks in Lund until the Impact Seminar in Bangkok:

- It has changed the pattern of my over-all behaviour and attitude towards children.
- I felt responsible after attending the programme in Lund and feel even more responsible now. Personally I feel more comfortable to socialise etc. In our culture ladies are suppose to be quiet. I learn from my sisters here and observe how they socialise. I hope I will improve.
- It has made me more involved in international research, e.g. studying facts about participating countries.
- Very, very practical programme – good! It is great that we meet somewhere else, first in Lund, then follow up somewhere else. I learned each time. Good to get real practical experience from another area. This puts it together, gives us a way forward. Now we have been strengthened.
- After Lund we already had a project, this is important for the whole change process! And after the diploma we continued to work. We are reflecting now to see how much further we can go.
- Tremendous work by the mentors, they are really mentors. Very humble, committed, exactly the opposite to what I usually see. They are very humble and they never embarrass anyone in front of others, you get feed back afterwards. They are always available and that takes a lot of energy. Mentors have been a model to us. Learnt a lot! Love, patience, tolerance. We have a lot to learn to organise conferences ourselves, see the product here, impressive.
- Giving and Gaining. Gaining from Sida from different levels – school, region, state. Gain knowledge when the follow up was in our country as well.
- The material we got in Sweden has been very useful. It has been beneficial in school culture, delegation, conflict management. I have had training sessions about it myself for others. I had a whole course in CRC that reached 600 teachers where I spoke on Child Protection. It has been resourceful; material has helped even more people than us.
- Each stage we had to report something, which was good because it forced you to reflect on something, to implement etc. Ideas and deepening CRC. You need someone to stimulate you to reflect. It would be good if we had to report once in a while in the continuation as well. Systematic documentation is very important!
- Lund awareness, the research and work on project, then gap – what can we do to monitor the progress: Annual report, 0,5 – 1 page per team per year. We need to develop instruments for quality assurance.
- Capacity of officials – the decision makers should attend training. Course for ministry level, one week and then they should make an action plan on how to support the change agents.

– Webpage – with net conferencing once a year.
– We felt here as a big global team – I feel like a change agent – this feeling has been accentuated me.

8. Anything else you would like to add to this quality assurance?

– Among things learned – except for the Child rights approach to work in and with schools – the way the conference and the earlier sessions in Lund and elsewhere were organized was underlined.
– The most impressive thing was the excellent organization, beginning from the training programme in Lund to the Impact seminar in Bangkok.
– Should have been interesting with sessions on the personal impact on the participants, to touch upon the emotional aspect of the change agents.
– Media should have been included more in the seminar.
– Very thankful for the seminar. We are glad to have shared with participants from different countries and to share their experiences.
– The programme is effective in the measure that participants are willing to commit themselves.
– General feeling that Sida "changed" their lives.
– Sustainability – put regional networks in place. What role is Sida going to fill? How support the old ones? Will they be an umbrella and put them together? Check-up again in 5 years time? What are Sida's plans to continue with the programme in other countries and what role could they have in this process?
– Many challenges still remain: we live far away from each other; resources are not given by our institutions etc. Change agents should be involved in what Sida does in the country. Involve the trained change agents! Sometimes I feel like they start a project lead by people who are not educated in CRC, they do not use us. There is a gap there which is strange. Sida can use us as personal in our own country.Many times Sida also gives money to government, not project.
– Gather old participants but also Sida in every country. Write to ITP-contacts and send photos to them about this so they know who everyone is and can contact them. That is the missing link!
– As an advice for future work with coming batches, the need for dealing with strategic planning for the participants as change agents, was underlined. Retrospectively that is something which has been weak or missing in the earlier batches, at least in the beginning
– We need more support for sustainability like annual conferences/seminars. There is also a need for global/regional seminars to keep their training up to date.
– Recommendation that the program is extended to Spanish language

– Developing the training programme into a Master's degree and to have the possibility to follow it as a distance-learning programme and/or try to introduce a PhD-scholarship within the program.

IV. Summary of Preconference Papers

Country	Batch	Titel	Change Agents	Mentor
Afghanistan	7	CRC implementation in Kabul Province	Abdul Haq Rahmat Shah Sarah Heras Siad	Ulf
China	1	A case study report on implementing CRC child friendly schools in Kulun Banner/Country in Inner Mongolia	Juanqiang Pan Sun Baijun	Per
China	2	School-based Teacher Development on CRC (in Kulun Banner/County, Inner Mongolia)(contin.)	He Li Congman Rao Wang Yueming	Per
China	5	The Collaborative Teacher Development on CRC (in Tongliao City, Kulun Banner/County) (contin.)	Li Guangping Li Tao Li Yinghui	Per
Colombia	4*	Listen to our voices: An Open Space for Children's Participation¨	Alejandra Trujillo Rodríguez Clara Inés Rubiano Zornosa Camilo A. Guaqeta Rodríguez	Per
Colombia	5	Model to Implement the CRC at class level, in an interdisciplinary way within the subjects and daily activities in schools	Maria Inés Cuadros Cordero Myriam M. López Uribe	Bereket
Colombia	6	Empowering child rights in three districts of Cali city	Angela Calle Ossa Graciela María Gómez Velásquez Héctor Orlando Aragón	Bereket
Egypt	3	Effective use of Children's councils in Schools	Wafaa Dawood Samah Hassan	Bereket
Ethiopia	1	Improving Pupils Participation in Classroom Interaction in Selected Schools	Yeshihareg Damte Getachew Kebede Tadele Zewdie Zeru	Agneta
Ethiopia	2	The Rights of the Child and Minimum Levels of Learning as a Fundamental Right	Sahelu Gebrewold Takele Gebrekidan	Agneta
Ethiopia	4	Strengthening Child Right Clubs at School Level	Abeba Gela Yetemegn Worku Mengesha Alemu Zelalem Tadesse Workie	Agneta
Ethiopia	6	Integrating and Implementing CRC Provisions	Redwan Hussein Rameto	Agneta
Ethiopia	7	Creating Child Friendly Schools	Bezabih Bariza Bade Adham Duri Abdella	Agneta

Country	Batch	Titel	Change Agents	Mentor
India	3	Ahimsa at School Child Rights Schools (Child Friendly Schools)	Nalini Juneja Preetha Bhakta Mathew Zacharias	Per
India	4	Implementation of Child Right in the School through Activity Based and Child Friendly Classrooms	Madhumita Bandyopadhyay Mohandas Elaikkara Pathaya Ravikant Thakur	Per
India	6	Enabling Children become decision makers through participation Child Friendly Schools – PPTA and School Parliaments	Indira Indiramandiram Sivaraman O. Ombalamurikkal Sivadasan Elaikkara Pathaya	Per
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Lund University has offered the Child Rights, Classroom and School Management programme since 2003. So far over 300 change agents have been trained in the programme, which is part of Sida's portfolio of Advanced International Training Programmes and is fully financed by Sida. This book contains the presentations and reflections on the Impact and Dissemination Seminar held in January 2009 in Bangkok, Thailand, with participants from the training programmes of the first five years.

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