

# Ugandan Teachers' Training College People's Perceptions of Children's Rights to Participation

An Interview Study

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Abstract

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Summary: This empirical study focuses on the SIDA-sponsored program The Child Rights, Classroom and School Management (CRCSM) –program, resting upon the Convention on the Rights of the Child (CRC). This study has been concerned with the perceptions of the contents, implementation as well as the effect of the CRCSM-program in Nakaseke Primary Teachers' College, Uganda. The research questions are stratified into different categories, where participants of the program are represented as one group, while managerial staff and teachers represent the second group and lastly the second year students are one group. A highlight in features for sustainability has also been included and investigated. The methodological approach has been qualitative and the study is based on nine semi-structured interviews. The theoretical frame covers democratical method approach in school, organizational development and space of action. The results points to very similar perceptions and understandings between two of the groups. Additionally, the results points to multiple beneficial effects with regards to organizational development, increased space of action and empowerment through a shift in approaches to the student and the role of the same. Nakaseke Primary Teachers' College can now be seen as characterized by a democratical view that requires and allows the student to participate in the learning-process as well as daily affairs. Self-management has been a key-word; it has not only marked the role of the students, but also the new role of the teachers as a consequence of the CRCSM-program. Challenges for the sustainability of the CRCSM-program and its effect exists on societal, organizational and individual level which means that the CRCSM-program must overcome challenges

in the sense of attitudes and norms with regards to the role of the child, challenges of balancing the guidelines of the government and the goals of the organization with the CRCSM-program that can be seen as initially problematic and time-consuming. Furthermore, the program requires a supportive environment in order for its implementation and sustainability to be successful. One can argue that the major challenge is that the schools in the field are not yet sensitized to the features of the CRCSM-program and therefore this could potentially serve as an end stop in the transition of promoting the best interest of the learner. Consequently, one conclusion of emphasis is therefore to place pressure on the field in order for the survival and continuation of the CRCSM-program and its features.

Keywords:

Participation, CSCSM-program, Democratical Method Approach in School, Organizational development, Space of Action, Empowerment

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Uganda is also a country that for an extended period of time has endured a severe political and social instability with economic decline as a consequence. These events have had an impact on the educational system as well, and has led to a decline in public funds and primarily education has taken a big toll. These events have also had dramatical effects on higher education (Kajubi, 1992) and as a step towards strengthening the possibilities for starting point on primarily education, concentrated efforts has been made through Universal Primary Education (UPE) to state an example according to Ekaju (2010).

Nonetheless, through hard work on both national as well as an international level, progress has been made in reducing the number of out-of-school children worldwide. This can be seen as a path of minimizing poverty and eliminating education inequality (Ekaju, 2010). Therefore, one can state that the question of children's right to education and other basic human rights are of topical for the country of Uganda, and as a step to strengthen and secure the rights of the child SIDA has sponsored an international training program made by Lund University Commissioned Education named the Child Rights, Classroom and School Management. This training program is central for this report, and it is resting upon the Convention on the Rights of the Child, which both are further described under chapter 1.3. Furthermore, Nakaseke Primary Teachers' College is one of the institutions in Uganda that has implemented this program (Wickenberg & Flinck et al, 2009).

## ***1.1 Problem Statement***

The aim of the study has been to create an understanding of how an international training program has been received and viewed in the context of a Ugandan Teachers' Training College. The relevance of this study can be seen on society, organizational- as well as individual level. The objective has been to investigate how participants of the CRCSM-program have perceived the contents, effects and implementation of the CRCSM-program in the context of Nakaseke Primary Teachers' College. Furthermore, my aim has been to view this process from different organizational layers and therefore respondents on three different levels are represented. The first group is the participants of the CRCSM-program in Sweden, the second group is managerial staff and teachers, and the third group is the students. The student perspective has been of limited character in relation to the participants and staff, and is therefore not represented in the research questions.

Another area of interest of this study has been with regards to sustainability of the effects of the CRCSM-program. What perceived requirements are essential for the CRCSM-program to continue on after its implementation, and what do the respondents see as crucial in order for the effects of the CRCSM-program to be permanently integrated in the Nakaseke Primary Teachers' College. Also of interest are perceptions of what requirements are necessary for the CRCSM-program to spread to other schools. In summary, the research questions are:

How did the CRCSM- participants perceive the content, implementation and the effects of the training program?

How did managerial staff and teachers perceive the content, implementation and effects of the CRCSM-program?

What elements are perceived as essential in order for the effects of the CRCSM-program to be permanently integrated?

## ***1.2 Limitations***

The study is focusing on perceptions of the CRCSM-program and perceptions of the effects. Therefore, the purpose of the study has not been to evaluate the CRCSM-program, but to investigate the understandings and views of the CRCSM-program in the context of Nakaseke Primary Teachers' College. Furthermore, the study has not as an objective to investigate the gender-approach also included in the CRCSM-program and the gender-aspect, even though being of interest, is not addressed. This is with regards to answers of the respondents as well as due to initial emphasis of a participatory approach, regardless of sex and gender.

## ***1.3 Background***

### **1.3.1 The Convention on the Rights of the Child (CRC)**

The Conventions on the Rights of the Child (CRC) is the first legally binding instrument created in order to incorporate the full range of human rights with focus on children including civil, political, social as well as cultural and economic aspects of the law. The guiding principles of the convention are rules such as keeping the interest of children as the primary concern in decision-making concerning them. This applies in particular to policy, budget and law makers. Beyond the guiding principles, CRC includes the children's right of survival and development, children rights to protection and also children rights to participation (Unicef, 2012), which is well-known as the three P:s:

#### 1) Protection

This concerns children's right to survival and a secure development, including the basic rights to life, survival and development of one's full potential. Included are the role of the parents and their responsible for taking all available measures in order to secure that children's rights are respected, protected and fulfilled. This paragraph also states that the government should protect children from work, or any activity, that takes advantage of them, could harm their welfare or development, as well as posing a danger to, or harming their health or their education.

#### 2) Provision

This states a child rights to be catered to, in terms of basic needs as food, clothing and healthcare, as well as the right to education. This section also includes the right to an environment that secures every child's right to the standard of living that is required in order of psychical, fiscal, spiritual, social and moral development of the child. Furthermore, the right to rest and play is also stated under provision.

#### 3) Participation

This states that children are entitled to the freedom of expressing opinions, the right to be heard, the right to information and freedom of association. It also states the right for

children to have a say in matters affecting their social, economic, religious, cultural as well as political life. The outcome of engaging children in the realization of their rights prepares them to play an active role in society as adults (Unicef, 2012). This is also supported by Smith (2007) amongst other, stating that “Participation rights support a sense of belonging and inclusion but more importantly teach children how they can bring about change” (Smith, 2007, p. 149). Even though all countries with the exception of US and Somalia have accepted the CRC, it has been well-known that the CRC-convention in many features has been mostly rhetorical. Upon that initiative, SIDA decided to develop a program that integrated these features in a more practical sense (Wickenberg & Flinck et al, 2009).

### 1.3.2 The Child Rights, Classroom and School Management (CRCSM)

This SIDA-sponsored program, resting upon the CRC, was one of the first International training program with focus on change and with aim to decrease the gap between the rhetorical and practical way of working with CRC. So far, the program has over twenty-five participating countries, and has engaged in more than hundred change processes. The purpose of the Child rights, Classroom and School Management program (CRCSM) is to ensure an effective implementation of the CRC through the training program, and the CRCSM- program is providing tools to measure and to assess this. One key element of the program is to initiative and support change processes in the participant’s home environments (Hartmann & Stenelo et al, 2009). The CRCSM-program has an integrative approach and the objectives of the program, built upon the goals of CRC, could be described as dual. The first part is focusing on the importance of education and the empowerment process of this in relation to poverty and exclusion. The main goal within this first objective could be seen as through education an empowerment process occurs which strengthens the possibility to be more participatory and provide a better chance for people to be active in society. The second objective can be seen as focusing on understanding and taking on participatory rights-based approaches to teaching, as well as learning. This should also be characterized by a learner-friendly and gender-aware approach according to Wickenberg and Flinck et al (2009) who is two of the founders of the program.

Furthermore, overall the program of the Childs Rights, Classroom and School Management program (CRCSM) has three goals, where the first should be seen to be focusing on developing skills and attitudes that works in favor of rights-based educational work, integrating the experiences of the participants. The second goal deals with another layer, and is focusing on methodologies at country level foremost. The third goal of the program aims to expose the participants to other international practices at classroom level, for example the Swedish way of incorporating democratic principles as well as Human Rights. In addition to this, the program emphasizes on providing the knowledge, and skillsets as well as values, attitudes and behaviors required for the participants to implement CRC in order to become successful change agents (Wickenberg & Flinck et al, 2009).

### 1.3.3 Contextual Reflections

However, there are challenges to making Children's rights universal. This is something that is also highlighted and discussed by the founders of the CRCSM- program. Human

Rights has its origin in Western Philosophy, and according to Hydén (2009) this should be seen as a big challenge as well as an ethical question to take in consideration when aiming to lob for the western way of thinking, making the rights of the children universal. This weakness of the CRC point of departure with regards the view of the child; disregarding the context and seen as detached from specific backgrounds and cultures is also in line with Powell & Smith (2009), stating that there is a diversity of childhoods, and not a universal child. Additionally, it is also a matter of different angle of departure with regards to the context, and as pointed out by Legesse (1980) social and economic rights tends to be of more primary focus than political and civil ones such as Human Rights in societies not fully modernized.

#### 1.3.4 Nakaseke Primary Teachers' College

During hard times in the 1980's, with Nakaseke being a war zone, a lot of people fled their houses and lands. As an initiative to rebuild and make this area more attractive, the government decided to start a teachers' college. The Core Nakaseke Teacher's College was founded in 1995 and was one of the first eighteen Core Colleges in Uganda. Nakaseke Core Primary Teachers' College consists of two parts, Pre-Service and Out-Reach. Out-Reach was originally the object when the college was founded. This was because the Pre-Service wing was not yet built. The Pre-Service program started its operations in year 2000 after the premises that house the students were put in place. The management consists of one principal, Beatrice Byakutaga who has been there from the start in 1995, and two deputy principals for the different divisions Out-Reach and Pre-Service. The deputy principal in charge of Out-Reach is Fredrick Mbangire, and Janet Otukol is the deputy principal in charge of Pre-Service. Former deputy principal of Pre-Service when the CRCSM-program was being implemented was Jane Nambalirwa. To further describe the differences between the different divisions; Pre-Service is a professional level of study that trains students during a two-year program in order to become teachers. Currently, the college is housing nearly 400 students that come from all over Uganda but foremost the nearest villages. The students are from age seventeen and up, and live on campus. The Out-Reach program consists of different types of activities; as a follow up function when students become teachers and go in the field, and as a Support System for Head – teachers and teachers in the field. The tutors' role is to mentor and guide the teachers as well as conduct annual programs in basic management skills for Head- teachers in the field. The PTC has a network of teacher educators known as Coordinating Centre Tutors (CCTs). The Out-Reach staff, which consists mainly of CCTs, operates in three different districts under nineteen Coordinating Centers. Each coordinating center is assigned a number of Out-Reach schools (primary schools) and this range from ten to thirty schools per center. The Coordinating Centers serve as a meeting point for the tutors and in-service students, as well as for parents and community members. Pre-Service students are trained for two years while the in-service students are trained for three years. The two different branches in the college work in an integrated manner where tutors are involved in both divisions' activities. The staff in the college is seen as one. In Uganda today, there are twenty-three Core Colleges operating all over the country (Byakutaga, 2012).

Both divisions of staff for the Nakaseke Primary Teachers' College have ongoing training arranged, and this is called Continuous Professional Development (CPD). The Continuous Professional Development program has an administrative staff set aside to ar-

range for these courses as well as orientation for new staff. The Out-Reach staff also attends courses organized at national level. This activity could be held when there is new information or interventions in education; for example when a revised curriculum is to be implemented or a new policy to be disseminated. As a next step, the tutors are given manuals or guidelines to prepare and train teachers within the districts (Byakutaga, 2012). With regards to student influence and leadership, Nakaseke Primary Teachers' College has a big emphasis on student participation. There are student-councils, which are democratically elected yearly as well as weakly student-leaders on duty in charge for the compounds' and to serve as representative to the students and communicate to the weakly tutors on duty. There are also class-coordinators whose jobs are to facilitate for the tutors during class and in charge of group dividing when necessary for example. The tutors at Nakaseke Primary Teachers' College are also assigned personal students, and they have developed different forums for support studies, one example being weekly tutorials where tutors meet with smaller groups of about twenty students assigned to each tutor. There is also a tutor assigned to have close contact with the student-council. The tutor's role is to initially describe the roles of council and how they can make use of their participation. The role of the tutor assigned to the students-council is also to help mentor and guide the students when meeting obstacles out of their capacity to handle by themselves (Bujjasi, 2012).

### 1.3.5 The CRCSM –Program and Nakaseke Primary Teachers' College

The school has been taking part in the CRCSM-program at two different occasions, the first time in 2009 where the principal was a participant. The second time was the following year, in 2010 when the deputy principal of Pre-Service joined the CRCSM-program. Each and every year there are different themes arranged within the CRCSM-program, and when Nakaseke Primary Teachers' College took part the first time, the theme was Research Best Learning. The next year, the focus was on Developing Reading materials. On both occasions, it was taken to all staff including both Pre-Service and Out-Reach. However, not all Out-Reach schools has been a part of the CRCSM-program directly. In the first batch, one Out-Reach school were included in the program and in the second time yet another two Out-Reach schools were included. However, since all outreach tutors were inducted on the program and concept, they are encouraged to transfer the knowledge and skills to the primary schools. It has also been agreed that every year a CPD is organized for all staff to refresh them or induct new ones, for the continuity of the program with the students in accordance to Byakutaga (2012).

## ***1.4 Outline***

The study starts off with a methodology chapter, where the methodological points of departure are discussed and highlighted, and the scientific point of departure is described. Thereafter, the theoretical frame is presented and rests upon three different approaches in order for answering and reasoning around the research questions. The three main themes are democratical method approach in school, organizational development and space of action. These points of departures can be described through society level, organizational level and individual level, in order to nuance the reasoning of the research questions. The chapter after that includes the result, where the answers of the respondents are divided into three groups. This is divided into participants of the

CRCSM-program as the first group, managerial staff and teachers as the second group and lastly the students in one group. The result is followed by the analysis of the findings in relation to the theoretical framework and finished off with a discussion chapter and conclusion, where also a point of suggestions of future areas for further research is included.

## 2. Methodology

My aim in this following chapter is to provide transparency to the process of my findings and data. Furthermore, the respondents as well as the way of actions are being highlighted in order to create a deeper understanding of the research process as a way of allowing readers to evaluate the conclusions of the study.

### *2.1 Qualitative Approach*

The social science research field makes a distinction between two different types of research methods, quantitative and qualitative in accordance to Bryman (2011). This study is based on qualitative interviews with representatives from multiple levels of Nakaseke Primary Teachers' College, including participants of the CRCSM-program as well as teachers and students taken part in the same. Bryman (2011) states that the aim of qualitative research is to describe reality through word data such as interviews and social interaction. Mertens (1997) distinguishes between three possible reasons for choosing a qualitative research method which are the research paradigms or the researcher's view of the world, the nature of the research question and lastly for practical reasons. For this study, the main reason for the methodology approach has been with regards to the research question and as well as my conception of the paradigm. Furthermore, qualitative interviews in general and semi-structured in specific can be used in order to find out views and opinions that the respondents might have towards a topic of certain interest (O'Reilly, 2009) and this was the method of choice for this study since the flexibility in questions and areas for discussions were suitable. Additionally, the study is characterized as a case study since it is including persons, social communities, organizations, or institutions as the subject of a case analysis in accordance to Flick (2009). In this particular case, the organization and individuals belonging are Nakaseke Primary Teachers' College, Uganda. According to Flick (2009) one can use case studies in order to generalize information and data; however I state the challenge of doing so in general and into contexts that are differing in specific.

#### 2.1.1 Scientific Point of Departure

I have chosen the point of departure to be within the paradigm of interpretivism, since the study relies upon interpretations of empirical as well as theoretical data and in accordance to Bryman (2011) this paradigm possesses an interactive link between the researcher and the subject simplifying to seize the meaning of a social action. Furthermore, I have been inspired by a constructivistic approach, stating that this study don't has as aim to present a version of the reality that should be seen as definitive in accordance to the reasoning of Bryman (2011). In addition to this, the study can be characterized as taking on an inductive approach, where the point of departure has been based by the empirical findings in accordance to Bryman (2011). My previous understanding has been with regards to the content and object of the CRCSM-program, yet my previous theoretical or practical knowledge of the context was limited or to be defined as absent.

### 2.1.2 Ethical Consideration

The ethical standpoints have been discussed in literature (e.g. Flick, 1999) and for this study the Foundation of Science that in Swedish translates into Vetenskapsrådet (2002) has been the initial base for following the ethical code of conduct. The four following guidelines have been taken into consideration and all with the exception of one has been met. The basic requirements set by the same are the requirement for *information, consent, confidentiality* as well as the requirement of *using* the data. The firstly mentioned is based on the fact that the respondents must be aware of the purpose of the research, and this criteria I fulfilled by informing and describing the object of the study as well as my academic background and field of study to the respondents. Secondly, I explained that their participation was voluntary and that choosing not to participate or cancelling their participation was possible and without any consequences for the respondents and by that the requirement for consent was fulfilled. On the contrary to the guidelines, the requirement for confidentiality was not met, this in accordance to previous arguments under ethical considerations. Finally, the last requirement in relation to usage of the data was fulfilled when described to the respondents on how the data was to be handled and not used in any other cause than the actual study.

It has been a conscious positioning not providing confidentiality to the organization or to the respondents in question. Instead factors such as job-position, employment-time and experience of the CRCSM-program has been seen to give more understanding and ground for further reasoning than to choose to maintain the confidentiality and loose out of important background variables. Gender is an aspect that has been consciously demarcated, since its reasoning falls outside the frames of this field of study.

### 2.1.3 The Role of the Researcher

In accordance to Kvale (1996) it can be seen of importance of the researcher to adjust to the context and interview-situation, and this can be a bridge harder to overcome in terms of culture and behavior differences as well. This was taken into consideration in relation to clothing first and foremost, and my role as a researcher can be perceived to be a bit more formal than what is possible had been in Sweden for instance. Bell (2000) highlights the fact that the risk of distortion is major and should be considered in qualitative interviews since it is a fact that the answer of the respondents can be affected by the researcher. This can also be seen as a larger interference due to cultural differences and was taken into account. Moreover, the interpretative researcher strives for confirmation with regards to validation of the interpretations made are not a creation of the researchers' own imagination and colored by one's own pre-understanding (Mertens, 1997). However, my personal position is to strive for correctly based interpretations of the data although the acknowledgement for previous understanding and how it is affecting the interpretation is transparent. In this particular study, my pre-understanding has been limited and therefore that factor can seem to be inconspicuous. The critical reflection over the data and analysis was also a contributing factor in order to strive for validation in the research process.

Measurements taken in order to tone down my interference as a researcher was taken, since O'Reilly (2009, p. 6) amongst others points to the effect that

“... even in more familiar surroundings such as schools or factory, persuading people to accept a researcher into their daily lives, to live amongst them, to spend time watching, listening and asking questions, can be daunting.”

In order to neutralize my role as a researcher, Mrs. Byaktuga had presented my presence and object of the study to the organization before my arrival. Once at the premises, I also introduced myself in person and became a well-known face to both management as well as other members of the organization. During the first couple of days I took part in several classes and performed only one initial interview with the principal. The only ones new to my presence when I was executing the interviews were the students, since all second year students were in the field during the days as part of their practice. My aim with this arrangement was dual, both for me to become accustomed to the context as well as the people in the context becoming accustomed to me. By doing this, I believed I could gain a deeper understanding and possibly this experience could be used as an advantage both in the interview situation as well as pre interview situations with regards to configuration of the questions. It has also been my belief that the respondents could see my presence in a less interfering way, and that this also could affect the answers given in the interview situations.

## *2.2 Construction of the Interview Guide*

When first composing the interview guides, the aim was to strive for designing a structure that allowed the respondents to be given as much room as possible in order to express and reveal their own views in accordance to Flick (2009). The interview guides (see Appendix) had as objective to answer the research questions of the study as well as the motive has been to provide room for the respondents to contribute with new and deepened understanding in accordance to Johansson and Tufte (2003). The aim was to create a structure that was enabling the respondents to fulfill this with both Flick (2009) as well as Johansson and Tufte (2003) reasoning in mind. I first decided to interview Mrs. Byaktuba, since I knew she had valuable knowledge with regards to the program as a participant. That interview guide was constructed mainly after receiving knowledge about the CRCSM-program from Agneta W. Flinck and the book of hers (2009) that was concerning general background information. However, before each following interview I looked over and aimed for additional questions of relevance to include whilst gaining a greater insight. On the downside, this restricted the possibility of all respondents to answering questions regarding some areas and this could have an impact on the comparability. Although, this was not of a paramount interest of the study nor of the methodology, and in accordance to previously mentioned reasoning of O'Reilly (2009) allows the semi-structured interview situation the respondent to carry the conversation in any direction of choice.

### **2.2.1 Selection of Respondents and Execution**

All in total the study includes nine interviews. Two of the respondents are participants of the CRCSM-program in Sweden. This group includes all participants of the Nakaseke Primary Teachers' College taken part in the program, which gives a selection of a so called probability sample in accordance to Bryman (2011) and in the same reasoning this is to be considered as representative for the whole group. With regards to the sample of management, I also included everyone in total of four respondents in that current

or former position and that also should be considered as a probability sample in accordance to the same reasoning. Furthermore, the four respondents working as teachers at Nakaseke has been chosen based upon mostly convenience sample. The only number of criteria that has been the employment-time, and one respondent was chosen based upon the fact that her employment-time was starting slightly after the initial implementation of the CRCSM-program and this as a way of gaining a view in if that has been an affecting factor for that respondent in that particular case. The sample group of teachers has not been assigned to me by administration; with the exception of one respondent, and I have initiated contact and approached the respondents on my own accord. In relations to the sample group of students this was also to be considered as a convenience sample to most part, since the students were chosen because of the physical availability due to living on campus and commuting to their practice in the field. This group was assigned to me by the help of another teacher, and the only criteria were that the group had been students during the implementation of the CRCSM-program. The first-year students were therefore not an area for research in this particular study.

The fact that contextual effects such as where the interview takes place can influence the result (Jacobsen, 2002) was being reflected over, and the setting has differed in execution due to limitation in place and opportunity to carry out all interviews in one and the same place for instance. The major emphasis and aim when choosing setting was instead to make the respondents feel at home and at ease when performing the interviews and therefore the setting was chosen in accordance to the respondents themselves. When performing the interviews, my role as a researcher and how this could inflict the respondents were also taken into account like previously discussed. Moreover, the interviews were executed on different days as well as over a period of time, in total of nine days. This can be seen both as a strength and weakness of the validation; however I believe it to have been beneficial in terms of gaining a deeper understanding and have time to adjust the interview questions when possible. Before executing the interviews, I asked for the respondents' agreement in order to use a recorder and taped the interviews. It was further explained that the object of doing so, was to help me in my research process and after completion of the interview to bring back the recorded interview material in form of a transcript. It was also describes to the respondents the possibility to comment the material. Additionally, it was explained that the use of the transcript was only for this study and would be for my use only. This strategy of research in action workshops in accordance to Pettigrew (1995) was done to validate my interpretations as a tool of giving further validation to the research process. Out of the nine respondents, I received validation from seven in total. The ones doing so have been Mrs. Namalirwa, Mrs. Byakutaga, Mr. Mugeere, Mr. Mbangire, Mrs. Otukol and Mrs. Aboot as well as Mr. Kizuula. I felt this point to be of great importance and gave friendly reminder through emails as well as asking for Mrs. Byakutaga to remind the respondents in person. The reason for the remaining respondents not replied could be depending on factors such as limited internet connection, connection failure and limited use of email for example.

### **2.2.2 The Respondents**

Beatrice Byakutaga is the principal of Nakaseke Primary Teachers' College and has been with the organization since it was founded. Mrs. Byakutaga was the first one from the college to participate in the CRCSM-program in 2009. Jane Nambalirwa is a former deputy principal Pre-Service at Nakaseke, and was a participant of the program of 2010

which was the second time a representative from the college was present. Mrs. Nambalirwa has also been in charge of rolling out the program to the rest of the organization alongside Mrs. Byakutaga. Before being transferred to another college last year, Mrs. Nambalirwa had also been working at Nakaseke since the college was founded in 1995. Currently, Janet Otukol holds the position of deputy principal of Pre-Service, and just recently joined the organization. Therefore, her knowledge of the program has been limited since she has not yet taken part in any official training of the program. Janet Otukol is expected to participate in CPD that has been planned to take place in a week's time, according to Byakutaga (2012). Fredrick Mbangire, the deputy principal of the Out-Reach division, has been with the college since 2008 and hence was present in both roll outs of the CRCSM-program. Furthermore, Edward Mugeere works as an Out-Reach tutor (CCT) who has also been present for both batches of the program. He has been working with the organization for roughly twelve years. Mr. Mugeere has been involved in mentoring teachers in the Out-Reach Schools that were selected to participate, all in total of three schools during the two different batches. Anthony Kizuula has been at Nakaseke for eleven years, and when the first program was launched in 2009, Mr. Kizuula was working majorly as an Out-Reach tutor. However, for the second batch, Mr. Kizuula had gone over to work full time in Pre-Service. Mr. Kizuula is also the tutor assigned to the student-council, whom they can turn to for guidance and dialogue amongst other. Marion Bujjasi, who works in mainly Pre-Service (since eleven years) has also been present during and worked with both batches of the program. Hellen Aboot joined Nakaseke as a Pre-Service tutor during the start of the program, in March 2010 and got a briefing of the program since it was already ongoing. All the above respondents are representing participants as well as teachers of the Nakaseke Teachers' College, and the students are represented by a group of sixteen second-year students whom all have been taking part in the second batch of the CRCSM-program.

### **2.2.3 Data Analysis**

The prior understanding of the researcher may be an element influencing the interpretation of the results is a dilemma present in all research according to Gilje & Grimen (2007). One's pre-understanding consists of personal experiences and values as well as beliefs about what representing reality. An individual's pre-understanding can be both conscious and unconscious and there is also, particularly in interpretive studies, interpretation pluralism as both researcher and reader of the study should be aware of in accordance to the same (Gilje & Grimen, 2007). When I performed the data analysis, I reflected over previous understanding in order to prevent not unconscious factors governing the interpretation of results. My conscious belief has been that my knowledge has been limited with regards to other factors than to the CRCSM-program, but this was an element taking into consideration when interpreting the material. However, on the contrary it can also be seen as beneficial to use one's own experiences as a resource. This is supported by Denzin and Lincoln (1998), who states that qualitative researchers self-consciously draw upon their own experiences as a resource in their inquiries and that the point of departure therefore is to be defined as thinking reflectively as well as historically. These strategies of empirical inquiry will allow the researcher to make connections among lived experience, larger social and cultural structures, as well as to the here and now.

The majority of researchers using interviews present the results of the interviews as valid statements that provide a reliable basis for exploring the social reality, perception or

meanings of the respondents. The interview material does not, however, speak for itself according to Alvesson (2003) and it is of importance to recognize that data analysis should be seen as an ongoing process during the whole research procedure (Mertens, 1997). Alvesson (2003) stresses the fact that the researcher must not romanticize the answer of the respondents in qualitative research thus the interpretation is based on subjective emotions and opinions. Therefore, the role of the researcher is to assess, interpret as well as analyze the empirical data that has been collected and that process involves taking on a set of analytical procedures (Denzin & Lincoln, 1998). In this case, one can argue that the field of interest is to highlight perceived opinions about the CRCSM-program, its content as well as its implementation and this is not only a matter of interpretation of subject emotions. On the other hand, there is a part to be answered with regards to the effects of the implementation and organizational change that can be seen to be affected by subject opinions and feelings of the respondents. Furthermore, the method chosen of this study of interpret the data has been accordingly to Grounded Theory by Glaser (1998), which translates into that after completion of the interviews have sorted the findings into different themes. This has been done after repeated readings of the material, and some themes have been confirmed as relevant through the findings and other has appeared during the course of the repeated readings.

### 2.3 The Quality of the Research

Dahmström (2005) states that a study must be credible and in order to measure the quality of the study, the concepts reliability and validity are to be seen as two of the most relevant criteria of quality. Bryman (2011) amongst others however, questions the relevance in the field of social science and qualitative research in particular but Mertens (1997) still states the importance of outlining criteria for quality. According to same, dependability and conformability should be seen as significant criteria in the researcher process, where the firstly mentioned refers to an idea that even though changes are expected during the research process, these changes should be tracked and be able to be inspected publicly. This I have fulfilled by keeping a transparent record of the researcher process as presented in this chapter. The concept of the conformability on the other hand refers to a requirement that the researcher should aim for remaining detached to the data and result, as well as minimize the influence of the own judgment. This requirement I have fulfilled by a reflective and conscious reasoning about my role as a researcher and in the context of my respondents (please see below). However, the objective approach has not been of paramount importance since it has never been my aim presenting the truth per say but simply to give a version of it, as also explained under my point of departure. Instead, my aim has been to reflect upon how and why my interaction has affected the respondents as well as how my pre-understanding has inflicted on my interpretations. The previous understanding has to my view been seen as minimal since my previous experience and knowledge about the same has been limited, a more objective role has been given with regards to the same. Moreover, Mertens (1997) continuing including authenticity as another crucial criterion of quality, which revolves around the fact that the researcher should present a correct view of the values, beliefs and perspectives of the respondents. This has on the other hand been of paramount interest of this study, and measurement that has been taken to fulfill this criteria has been in accordance to Pettigrew (1995) for example, where the materials has been brought back to the respondents in order to validate the interpretations. However, not all re-

spondents have had the possibility of doing so, and that should be seen as a limitation. I on the other hand believe that the use of a recorded material has been beneficial in this process in order to have the opportunity to go back to the data repeated times for instance.

### **2.3.1 Reflections on Context**

With regards to the limitations of the study, I am fully aware of the challenge with transferring western literature and empirical studies to another context differing from its origin. However, one can argue that no context is like the other even if being in the same country or region with factors like organizational culture and branches are inflicting. I am of the opinion that the context is inflicting with the environment, but on the same time I argue that the similarities are in majority and that a transfer is possible with the requirement of being conscious about this fact. Therefore, this is also discussed under paragraphs in conclusions of the study. A distinguished strength with applying western literature is that the CRCSM-program is founded upon the same way of thinking and acting, and that is also a feature speaking in favor of the choice. Another reason for the same is the limited selection of empirical and theoretical literature regarding the context of Uganda, and therefore a further reasoning could be done with this way of action. It can also be seen as a limitation or at least a dimension to take into account, that my respondents and I come from different backgrounds and cultures and how this might have affected the answers and opinions of the same. I believe that the research process always is an intervention, but an effect of me spending time at the college and getting acquainted with the environment and culture can be seen as a positive factor and eventually this can have worked both ways; that the respondents also got more acquainted to me and my role as a researcher.

In relations to the limitations and considerations regarding to not provide anonymity to the respondents, and analyze the respondents as individuals, were thought to be more challenging and problematic than I actually experienced it to be. One can argue the hazard of doing so and I argue it can be a challenge also with the answers not pointing to the same directions since it can affect the possibility of conclusions. However, I strongly did not feel that was the case in this study, and I am happy with the choices of not provide anonymity to my respondents.

### **2.3.2 Choice of Literary Sources**

When selecting literature for the study I followed some main criteria in order to strive for quality and validation in accordance to Bell (2000). The first criteria was to use relevant literature, that was scientific and this I fulfilled by taken the researchers academically background as well as the publishers background in account, securing a scientific anchor. I also aimed for using well-known researchers within their fields since according to Bell (2000), researchers who are often read and quoted by other researchers can be seen as authorities within their field of research, and can therefore be considered as reliable sources. In the same accordance, I have also strived for the use of only primary data to increase reliability. Furthermore, I have tried to keep awareness with regards to gender and other factors such as publishers when choosing the theoretical frame. With regards to how I found my literature, I used databases available to me through Lund University, and Summon has been the main database of use. In addition to this, I also

used prior knowledge in order to navigate through the literature, using reliable sources in the sense that they are well-known in academia or heard of before. Moreover, I also investigated numerous scientific articles and research with regards to the three main theoretical points of departure, to include significant and relevant sources new to my knowledge.

### **3. Theoretical Frame**

Within this following theoretical frame the aim is to investigate and highlight theoretical points of departure. The objective is to apply these theories to Nakaseke Primary Teachers' College in order to bring the analysis as well as reasoning forward. The study is resting upon three main themes; Democracy and Participation, Organizational Development as well as Space of Action and Empowerment as the last area of focus. These can be described functioning on three different levels; society-, organizational- as well as individual level. This approach is chosen since I have as aim to place all combining factors in context; hence the individual in the organization, and the organization in its context of society, due to cover all factors interferences. I am aware of the shortcomings of this classification as the distinctions of the different levels are hard to separate, and that is not the main object. However I find the classification to be beneficial for the reasoning of this study.

#### ***3.1 Definition of Central Concepts***

In accordance to Wallén (1996) theoretical concepts often possesses a hypothetical character and are most frequently seen as difficult to define by words and/or qualities. Often that is also the reason to why theoretical concepts can be challenging when seeking a universal definition (Wallén, 1996). A concept itself can be characterized as a elementary conception defined by abstraction more than concretion according to Denscombe (2000). With this in mind, this study includes and touches upon theoretical concepts that cannot be measured nor explained with concretion. My intention is however to use commonly distinguished wording in order to create understanding and explanation to what use I to ascribe the concepts affected. Every central paragraph will be initiated with a short definition. However, one central definition is required initially and that is the definition of the child. This is not a point of departure in terms of the theoretical frame but central in CRC and CRCSM; a child is according to the CRC defined as a person below the age of 18. The exceptions are when relevant laws recognize an earlier age of maturity. However, the CRC is unequivocal in the flexibility of age with regards to capital punishment and life imprisonment but in regards to completion of compulsory education CRC allows for some flexibility with regards to relevant laws (Unicef, 2012).

#### ***3.2 Society Level***

Here concepts like democracy and participation are central points of departure, and how it applied in school creates societal effects. Dewey (1916) as well as Freire (1975) represents two different views, and even though aware of this dissimilarity in point of departure, the aim has been to highlight the complementing reasoning. The philosophical as well as practical view is represented through Dewey (1916) and Freire (1975) and this also links back to the thoughts and objectives of the CRCSM-program. Furthermore, thoughts and ideology of the objective of the school and its limitations is included, and a typology of how participation can take place is given.

### 3.2.1 Democratic Method Approach in School

Lindensjö (1999) states a definition of democracy as the citizen control over shared concerns. However, this can be seen to take on a rather one-sided approach as the definition does not include what types of groups of people participating, how the form of participation should take place and the role of the governance. Although simplified, this definition will function as a base for this study with an awareness of its limitation. The definition of participation can often be seen modified and followed by adjectives, stating concepts like citizen participation, working participation and student participation amongst other. A definition of participation can also be seen with different parts of departure, where critical views on the power relations are represented. On the contrary, there are also those who put emphasis solely on the advantages of participation. Furthermore, it can be seen as a common term in development organizations, action research and planning methods and can be described as following:

“The ostensible aim of participatory approaches is to make people central to development by encouraging beneficiary involvement in interventions that affected them and in which they previously had limited control or influence over”(Cooke & Kothari, 2001, p. 5).

The field of democracy and participatory elements can be seen as widely spread and has seen a rise in popularity in later years in accordance to Dahlberg and Vedung (2001) and can be considered as a recipe for governance on all levels in western society. Dahlberg and Vedung (2001) describe this to be based on a trend argument with its bracket in literature and Klasson (2000) states that participatory forums are mandatory in order for different institutions and organizations to gain legitimacy. The ideology of democratization in education can be seen as a foundation of the Western philosophy in accordance to Selberg (2001) amongst others, and the thoughts of Dewey (1916) in particular is to be seen as the foundation of the thoughts of Western education; teaching-methods and the object of the school as an institution. Additionally, Dewey (1916) had as aim to apply a philosophical perspective to education as well as integrate a democratically approach. Both Freire (1975) and Dewey (1916) represent ideology focusing on participation as a main key, and the object of education can be seen in different layers, one starting point is the view on knowledge.

“The need for a knowledge // and teacher's attitude to subject matter is so different from that of the pupil. The teacher presents in actuality what the pupil represents only in posse. That is, the teacher already knows the things which the student is only learning. Hence the problem of the two is radically unlike. When engaged in the direct act of teaching, the instructor needs to have subject matter at his fingers' ends; his attention should be upon the attitude and response of the pupil. To understand the latter in its interplay with subject matter is his task, while the pupil's mind, naturally, should be not on itself but on the topic in hand” (Dewey, 1916 p. 94).

As debated, knowledge is to be seen as ever changing and participation is essential in order to gain it. Furthermore, the role of the school is not to focus on knowledge in terms of facts, but instead to provide sense and equip the individual, in this case the student, with tools to better decision-making. Dewey (1916) also separates habits from knowledge, and states that the habit creates an illusion of believing that we possess the knowhow, but based on former experiences, the habit leaves no guarantee that the new experiences are following the same pattern as the previous ones. Knowledge on the other hand, is the ability to understand the components that decides the usefulness of an object in the given situation. Under the same reasoning, knowledge can provide a ground for solving the future problem. In the view of knowledge, Freire (1975) also

states that nobody is to be seen as ignorant and is perceived as active actors in relation to gaining knowledge. The form of doing so is through dialogue, and furthermore knowledge is not only used in order to understand and construct a reality but more importantly in order to affect and change it.

Another layer in the reasoning of Dewey (1916) and Freire (1975) is the role the school plays in the learning process and the role of the student. In accordance to both Dewey (1916) and Freire (1975), the teaching method should be democratically executed, and the role of the teacher is to support and guide. The main objective is not to transfer knowledge but to provide the students with help on how to learn. Learning by doing, in accordance to Dewey (1916), states that the students should participate in their own learning, and when actively seeking knowledge that is relevant for them, the learning process becomes more rewarding. In addition, it helps the students to develop a problemsolving-approach which also leads to a better understanding of reality. This helps the students in decision-making, also outside the school environment according to Dewey (1916). The objective of the school is to build a kind of social community that supports human interaction as well as seeing every individual. In this setting, it is possible to rise above one's own limitations (Dewey, 1916). This is somehow also in line with the ideology of Freire (1975) who states that teaching-methods should be through dialogue and discussions. Democracy is an effect of education and in order to gain that, the role of the student is as an actor and not a receiver. As an effect, the role of the teacher is not only to involve and secure participation, but also to believe in the will of the students to play an active role (Freire, 1975). Both Dewey (1916) and Freire (1975) can be seen to stress the importance of that the teacher is to see everybody as individuals, and take into account former experiences of, even though Dewey (1916) is taking on a more individual point of departure than Freire (1975) whom has emphasis on the social structures. Moreover Freire (1975) highlights the power relationship between the teacher and the student, and how this rests upon a dependency of the student perspective. This element is crucial to create awareness around, and minimize according to Freire (1975).

Freire (1975), like Dewey (1916), states that positive action is a result of reflection. A central point of focus in the ideology of Dewey (1916) and the role of education are in relation to fostering citizens to be active individuals as well as the possibility to minimize both socio- and other economical differences in society. Education according to Dewey (1916) should serve as a warranty that everyone in society are given the same possibilities in life, and this is of crucial meaning when building a democratic society. The school is an area where people from different backgrounds meet and socialize, and where education plays an important role in creating healthy and dynamic groups of individuals with differing perspectives and former experiences. According to Dewey (1916), this is a way of responding to and eliminating unwanted factors in society, both in the academically area as well as outside the school. An important feature of education is hence to foster citizens in an appropriate way; through education and its methods of teaching an impact is made on society level. Moreover, a direct effect of education is to promote and create moral. Dewey (1916) argues that is crucial to create an interest in whatever is being done, and that interest helps the individual to act upon a good cause even though meeting hurdles on the way. Education itself could be seen as a small community building fundamental principles of moral. At the same time the principles has to correlate with the environment outside in order to build and nurture the multiplier that the school is supposed to have on society. Moral itself should not being learned as a

subject of its own, but be present and transparent in everything the school stands for, and give meaning through the teaching methods in accordance to Dewey (1916). Freire (1975) continues to stress the importance of taking on a critical perspective as individuals, in order to gain awareness and through that achieve action and change of the social structure. Additionally, Freire (1975) had as an objective to spread awareness through dialogue, in order to change the situation of the oppression. The actual context may not be a suppressive factor itself; instead the boundaries constraining the individuals are their own perception. Freire (1975) mentions these boundaries as boarder-situations, and when humans by own initiative and commitment liberate themselves from suppression by playing an active role in decision-making that concern them, the so-called boarder-situations are decreasing and are no longer limiting to the individuals (Freire, 1975).

### 3.2.2 A Ladder of Citizen Participation

Arnstein (1969) has in relation to citizens' power developed a provocative typology in a ladder pattern; with each rung corresponding to the level of participatory extent of citizen power is achieved. The typology was primary developed and applied in a city planning process. I have chosen to apply this theory in the Nakaseke Primary Teachers' College and how this can be seen correlating with thoughts of democratization in society. Due to the structure of the organization, the power holder can be seen in two layers where the management is considered as power-holders in direct relations to the teachers and indirect in relations to the students. The other layer is that the teachers are power holders to the students. The main objective with applying the typology of the ladder is to provide another dimension in how participation is taken place.

With regards to Arnstein's (1969) theory, the typology of a ladder shows eight different levels, where the level of participation is in focus for evaluating each rung. As stated by Arnstein (1969), the steps should be seen as a simplification but aims to illustrate the different gradations of participation and different degrees of power between the actors. The first two steps, *manipulation* as well as *therapy* are both seen as non-participative. Instead of participation, the motive of the power holders are is to educate or cure the citizens. When a plan is proposed, it is done without any participation from other agents. Furthermore, the proposed plan is not be questioned or alternated. The third rung is named *informing*, and here the first steps to participation are taken place. However, the emphasis on the third rung is far from participatory and is characterized by one-way communication without channels for feedback. The next step on the ladder is *consultation*, also a legitimate step towards participation but used as a window dressing ritual according to Arnstein (1969). Examples of participation can be attitude surveys, encouraging neighborhood meetings and other public enquiries. However, the motive behind the actions of the power holders is only to mislead the citizens to believe they have a say, and no actual effect is achieved by the input from the citizens. The fifth rung, *placation*, can be seen as participation but by some hand-picked representatives that is still in minority, and are still to be considered as a symbolic action since the power holders has the possibility to value the advices given before acting upon them. First on the sixth rung, *partnership*, you can see features of genuine citizenship power. This as negotiation between power holders and citizens are taking place and power is being re-distributed. This step is being characterized through that planning and decision-making are shared between the two actors, for example by joint committees. In the

following step, *delegated power*, the citizens voice are in majority and in order to resolve differences between the two actors, the power-holders need to bargain rather than pressure the other side to follow their lead. Furthermore, this is also a transparent process which is of great importance. Finally, the eight rung *Citizen Control*, is where the people are demanding and enjoying the degree of participation and power that will guarantee their participation in decision making and other managerial aspects.

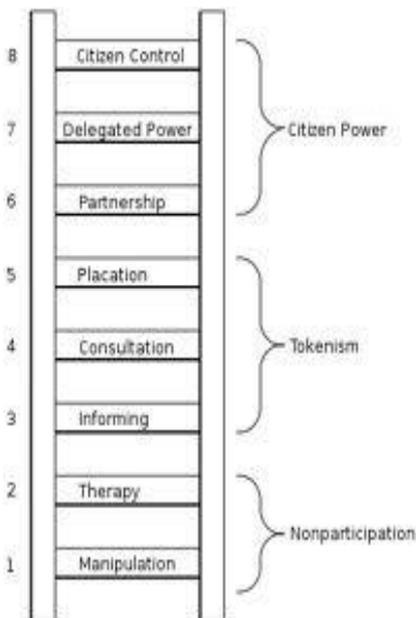


Figure 1. Eight rungs on the Ladder of Citizen Participation, Arnstein (1969).

### 3.3 Organizational Level

This second theoretically point of departure is active on an organizational level. Here the aim to provide a view of the framing done by the organization itself and its context. Moreover, factors enabling and constraining organizational change and development are being highlighted and discussed.

#### 3.3.1 Organizational Development

One definition that is central to this study is the concept of organizational development, and French and Bell (1999), well known with regards to the field of this particular research are stating that:

”Organizational development is the applied behavioral science discipline dedicated to improving organizations and the people in them through the use of theory and practice of planned change”(French & Bell, 1999, p. xii, preface)”

Additionally, factors such as external pressure as well as internal pressure are features that force organizational change in order of organizational survival. French and Bell also defines organizational development as a strategy for assisting organizations as well as individuals to respond to the challenging environment that organizations are exposed to with regards to todays’ fast-evolving climate. Both individuals and organizations

therefore face major pressure and as an assistant to help people and their organization to survive, adapt and develop, French and Bell states that organizational development is necessary. Furthermore, organizational development is a process in teaching individuals effective problem-solving, taking advantage of opportunities as well as developing over time. A key factor in this is for the organizational culture to be consistent with the values of the individuals. An organizational development program can hence be seen as a way of facilitate for the organization members to pursue their own-self-interest as well as making the organization successful as an effect of an increasing quality of work-life. Furthermore, organizational development should be initiated by management, this to support the long-term, planned and sustainable organizational change. The main objective of an organizational development program more specific is to improve the organization on all levels; from teams to individuals, as well as educate organizational members of how to continuously improve and secure a development. In order to pursue and sustain the change made by an organizational development, fundamental shifting in norms, values and overall culture must take place accordingly to French and Bell (1999).

### **3.3.2 Organizational Change**

An institution is an area for deeply rooted norms and culture, and seldom questioned by those whom are members of the institution itself in accordance to Scott (2001) who also states that an institution rests upon three foundations; *regulations, norms* and *culture*. The first mentioned, regulations, aims to limiting behavior with rules, laws and sanctions. The second foundation, norms, is also to be considered as restricting, however from a social standpoint. This foundation namely rests upon the organizational moral that acknowledges an expected behavior, and therefore constitutes a social pressure to act accordingly. The third foundation, culture, is not on the other hand forced upon the members. On the contrary, culture is based on common represented opinions and is according to Scott (2001) more inclined to appeal to actions for behaviors. In relations to organizational change, culture is the most challenging foundation to affect. This since cultural foundation often is unconscious, and works as proven facts (Scott, 2001). DiMaggio and Powell (1983) argues that organizational behavior tend to act homogeneously after three criterias, and the firstly being set by its regulations on how an organization is *allowed* to be operated. Secondly is the existing norm set by professionals; on how the organization is *ought* to be operated and lastly the striving after operating the organization as other organizations *does*, in order to gain security. This point of departure can be seen to reduce human behavior and free will to organizational submission, however Monro (2007) ascribes the possibility of individuals to affect and change at an institutional level. This can be done through networking, for example with actors outside the own organization but with similar interest of change. This allows the individual to pursue the action of change. Through that other members in ones' own organization can be presented to news way of thinking and acting (Monro, 2007). This can be linked to the previous reasoning of Scott (2001), where behavior and actions often are so deeply rooted that not reflected upon and Monro (2007) provides a way of change through networking and creating an area for alternative.

### **3.3.3 School as a Framing Context**

George et al (2006) gives explanation to organizational behavior, responses and actions through institutional theory, and states that there is a dynamic relationship between the context and the organization that varies in dependence. This relationship is active in both macro as well as micro level. A pressure from the external context can make notable impact in organizational resources and the organizational control over its external context can vary. Therefore this relationship ought to be seen as dynamic since it can be subject for change (George et al, 2006). A consequence is also that an organization offers or inflicts a membership, where members are forced to regulations and behaviors in order to gain this membership and organizational identity (Suddaby et al, 2007). Berg (2003) points to the fact that an organization both affects as well as being affected by its context. With regards to public organizations such as schools, the level of directives and guidelines set by the context can be seen more present than in the private sector. A school is both an institution as well as an organization, depending on what perspective to take departure from. This has an impact both on society level as well as organizational- and individual level in relation to its members and postulates different types of guidance. The school seen as an institution possesses a management style dictated by governance, and the school seen as an organization implies a leadership dictated by internal factors in accordance to Berg (2003). Furthermore, the school seen as an institution and the goals of it is restricting the space of action in broad regards, since direction and development is already set from a governmental level and with none or minimal room for influence. Berg (2003) does not however state that all type of public organizations possesses equal room for space of action. On the contrary, Berg (2003) points to two different types of boundaries affecting the school as a public institution, which are distinguished to be an outer, as well as an inner boundary. When the outer boundary being set by the government and by the context on society level, the inner boundary is being limited or supported by the organizational culture in a broad sense including leadership and so on. This is according to Berg (2003) the space of action used to develop the organization, if utilized correctly.

### **3.3.4 Motive for Organizational Development**

With regards to motive for undertaking organizational development, the literature gives three different points of departure in accordance to Ellström through Kock (2010). The first one, characterized by a techno-rational perspective, has as object to fill a gap between need and demand. When seeing organizational development through this perspective, the action of a development - or training program is correlating with the goals and objective of the organization. Furthermore, the planning of the program is based on consensus strategy and the costs and benefits are estimated against each other before taking action. This perspective can be seen to have a focus on increased organizational profitability as an objective when undertaking a development - or training program. The second stream to distinguish incentives for organizational development departs from a conflict-control perspective, where development and training is regarded as a political strategy. The members of the organization are all different actors with competitive interest, and key words such as power and negotiation are central. This includes also development- and training programs, regarded as strategies to gain knowledge and power which all will invigorate ones position. When seeing an organization throughout this perspective, the knowledge sharing is kept to a minimal and every actor is considered as

a competitor. In addition to this, other external actors have a great impact in effecting which types of development program that is of interest. The objective of organizational development is seen from a top-down perspective and as an action of gaining organizational control. The third stream is development- and training programs as an institutional perspective, where actions of development are undertaken in order to give legacy to the organization. The strategy is not correlating with organizational needs nor goals, and builds upon what is seen as the most favorable to be seen doing for the time being (Ellström through Kock, 2010).

### **3.4 Individual Level**

The last view of departure operates at an individual level. Highlighted here are the constraining and enabling elements that surround the employee, including both actual as well as perceived challenges in relations to possibilities for action and change. Central concepts include space of action and empowerment.

#### **3.4.1 Space of Action**

Space of action can be seen to take a major part of organizational development literature in claim and the majority of the research highlights the benefits of the same (E g Aronsson, 1990, Karasek & Theorell, 1990 amongst others). However, there are also some points of departure highlighting consequences of high space of action which are not only genuine positive, such as Mintzberg (1993). In literature, space of action sometimes also can titled discretion as in the case with Mintzberg. However, this is not a term used in this particular study.

Carlsson (2005) states a definition characterizing space of action as the perceived freedom for choice and action in ones' social context. The space of action can be increasing or decreasing due to the boundaries set by the organization where the actor is a member, as well as depending on the strength of the actor himself. Berglind (1995) takes the reasoning further, and while also stating that space of action is created by the conditions in question given for the actions, the author also separates four different levels of space of action. The first one, named *intraindividual structure*, is based on the individual and his influenced requirements for action, hence the inner requirements. This is the only inner requirement, since the remaining tree is based upon different outer requirements. *Inter-individual structure* is regarding those requirements being giving based upon the relationship between the members of the organization, the social context. The *organizational structure* regards institutional as well as organizational requirements affecting the space of action, and lastly the *social structure* focuses on those obstacles and possibilities given by the society, that has an impact on the actions. Furthermore, Berglind (1995) emphasizes the dynamic between the levels.

Johansson (1997) points to the fact that when belonging to an organization, the object of action is dual; the individual acts both on free will but also accordingly to what is expected organizational wise. Moreover, the role of the individuals' position and workplace as well are factors determining your individual improvisation, however the organizational space of action is always limiting your free will. Belonging to an organization is to be given an identity, and with this comes a obligation in how to act. Furthermore, Johansson (1997) states that this type of control is necessary in order for organizational

behavior to function, and if one failing to live up to the expected behavior, replacement of the member is an option. This is also an alternative for the individual, if the organization is limiting one's free will in to an extent that is unbearable, the member can hold the option to leave and look for another type of organizational belonging which is less of an compromise with one's own free will and values. Lipsky (1980) is also subscriber to the view that space of action can be limited by rules, objectives and organizational goals as well as demands from the context. One common distinguisher with regards to space of action is the difference between subjective and objective space of action in accordance to Aronsson (1990) amongst other. Shortly described the subjective space of action is perceived and the objective is the actual space of action. However, it is essential to understand that the relation between the two is dynamical; it is the amount of perceived space of action that determines the actions and with the help of actions, one can change one's objective space of action. Commonly, the perceived space of action is based on former experiences and situations. Behaviors' to increase space of action can be to form alliances with colleagues to make an impact on space of action, or to acquire more knowledge in order to be able to make decisions as well as to gain an increasing legitimacy (Aronsson, 1990). Organizational factors seen to decrease space of action is strict rules of behavior, where no individual judgments calls take place, members of the organization are supposed to follow manuals for behavior as well as for achieving goals (Karasek & Theorell, 1990). Space of action is often seen through a one-way point of departure, and on the contrary to that Mintzberg (1993) highlights that individuals possessing a high amount of space of action are given a possibility to ignore both the needs of their clients as well as to the goals of the organization where they practice their profession. This can be seen to link back to Johansson (1997) and the argument around control in order to maintain organizational behavior.

### **3.4.2 Communication as a Factor of Space of Action**

Communication can be seen as culture sensitive and a symbolic process for creation of reality, maintaining reality as well as changing reality according to Carey (1992). It is through dialogue that people create an understanding for one's own self, as well as for other individuals and the context around them. This understanding is affecting the social script through affecting the way people think, feel and act (Wennerberg, 2001). Room for dialogue and the possibility to express and reflect over opinions in organizational environments can be seen as space of action. Dialogue postulates a critical eye both to and over the dialogues taken place. A key factor in order to achieve this reflection is to consider the other part included in the conversation as equal, with a subject-subject focused relationship. Another requirement in order for dialogue to take place is an open-minded view for things that are foreign or distanced from present behaviors and opinions, this all in accordance to Wilhemson (1998). Organizational culture and environment can either support or obtain obstacles for the dialogue type of communication, and structures of power and hierarchy can work as aggravating circumstances and therefore also limit possibilities for space of action through dialogue. It is therefore crucial that the organization itself creates a favorable environment for exchange of dialogue (Granberg & Olsson, 2004). In addition to this, there can be seen to be a different split in how to distinguish types of communication and affect the space of action. Carey (1992) highlights here two different types; transmission as well as ritual communication whereby the transmission communication is solely informational while the ritual com-

munication is characterized by a function of maintaining social order and creating a meaningful context. The ritual communication serves as purpose to express shared values and can acts as both enabling and constraining in relations to behavior.

Intercultural communication and examples of how this is inflicting power relations and space of action depending on work-position and organizational structure is given by Hofstede (1991) and his ideas on how different cultures constrains and enables inequality. Hofstede (1991) argues that in cultures possessing a low power distance index (PDI), features like decreased hierarchy and equality between social groups are highly valued and sought for. On the contrary, in cultures with high PDI are considered in a greater extent not questioning authorities and points to the benefits of a hierarchical system throughout society. This is also characterized and found in organizations and institutions, in terms of leadership style amongst other features of the same as well as inflicting in upbringing and family life. This is a major features affecting space of action and structures in organizations as well as society. In accordance to Hofstede (1991) Sweden is an example of a country that has a relatively low PDI, and East Africa as a region has a high PDI value.

### **3.4.3 Empowerment**

In relation to empowerment, as debated under previously reasoning through Wallén (2000) empowerment can be seen as a concept hard to define through one shared definition. The literature can also be seen to take different parts of departure. Three major streams can be recognized, and the first is focusing on empowerment as a way of increasing effectively and organizational development in whole (e g King Duvall, 1999, Smith, 1997 amongst others) could be seen as the most common way of processing the term. Nevertheless, the second stream is highlighting the fact that the literature has not agreed on a shared definition of the word and the danger in that organizations implement empowerment features without knowing consequences nor how to make use of it. Some in this stream also points out the conflict between what empowerment means to management and what it actually means to employees (e g Pastor, 1996 and Appelbaum & Honegger, 1998). Finally, the literature points out a third stream and that is the critical perspective where the term empowerment is being seen in the light of manipulation, power and ethical in applying empowerment in organizations (e g Collins, 1994, and Wickiser, 1997).

Appelbaum & Honegger (1998) are as mentioned above one example that empowerment can give a range of benefits for the employees when being executed in an environment that supports genuine empowerment features. However, the incitement for empowerment must be highlighted and should not to be to give organizational legitimation but in order to secure dual benefits for both management as well as employees. Nevertheless, not all agree with the fact that there should be one shared recepy when implementing organizational empowerment. Neher & Natale (1997) points out the importance of taking the context into consideration, and that the way of implementing empowerment must be in symbiosis with the culture of the organization. Therefore, factors such as organizational structure, type of industry and other features must be taken into account when planning a suiting implementing strategy. In addition to this, the authors also claim that empowerment rightly executed changes the structure but it is not replacing organizational hierarchy.

King Duvall (1999) points out the responsibility of management with regards to implementing and manage the empowerment process in order to secure that empowerment is being used correctly. This to achieve the benefits from the process, such as increasing effectively as well as giving the organization an competitive edge. Also enhancing the positive effects of empowerment is Smith (1997) that highlights empowerment as a tool to drive learning and organizational and personal development forward. However, this is under the condition that management gives actual space of action as well as tools in order for employees to move forward. It is also pointed out that trust as well as training is a must in order to receive the features of organizational empowerment.

Empowerment is not only discussed in terms of management and employees, it can also been seen on both group level as well as individually according to Born & Molleman (1996) and therefore it is of importance to take action on multiple levels in order for the empowerment processes to function on all level. Born & Molleman also points out the importance of creating a management style supporting empowerment, as well as reward system satisfying both team efforts as well as individual ones. One specific feature contributing to increased organizational efficiency is according to Han, Moon & Yun (2009) the fact that organizational commitment and sense of ownership is increasing amongst members that have been empowered. A term called Organizational Citizenship Behavior (OCB) is applied in relations to empowerment as a way of increasing just those factors and empirical results has shown that employees having high OCB go outside their basic line of work and this is also affecting the clients or receivers of the service in a positive manner.

### ***3.5 Theoretical Conclusion***

The objective of these theoretical points of departure is to combine these three levels into the analysis and discussion of this study. I stress the importance of highlighting inference factors of society, organizational- and individual level. The combination of these theoretical points of departure is essential to take into consideration when investigating strive for change in an environment as the school since it functions as both an institution as well as an organization in accordance to Berg (2003). It is also of emphasis to take the different layers of actors into account due to the fact that the school also can be seen as possessive of an objective of fostering citizens and nurturing the thoughts of democracy in accordance to Dewey (1916) and Freire (1975). Furthermore, it is of importance of highlight the theories of action on an individual level, since space of action is required in order to drive change in accordance to Carlsson (2005) amongst others. One can clearly see that the boundaries of society, organizational-and individual level is firmly integrated to each other and is characterized by a dynamic relationship. I therefore state, due to the foundation of these theoretical points of departure that these co-operating factors must be considered in order to nuance and create understanding of this study. In the context of Uganda and how an international training program, that is set out to help transition the educational approach, has been received and viewed, is therefore looked upon by applying the combination of these theoretical themes. I believe this approach to be new to the research-field, since previous research of the similar reasoning has been hard to find.

## 4. Results

Here my aim is to highlight the answer of the respondents in three different levels, starting with the participants of the CRCSM-program and continued by other members of staff in Nakaseke Primary Teachers' College that has been a part of the program but not as participants, reflecting back on the research questions of the study and the theme of perception of the content, implementation and effects of the CRCSM-program as well as features for sustainability. The concept sustainability refers to the permanent integration of the effects in the organization, as well as the possibility for the CRCSM-program to fulfill the cascade effect of spreading into other schools as well. In addition to this, included as a third group are the students, which has not been of major emphasis of the study. However, the interest of including the group gave another dimension and possibility of a deeper reasoning.

### ***4.1 The CRCSM- Participants***

The participants of the CRCSM-program in Sweden in 2009 and 2010 are represented in this following group. Additionally, one can distinguish cohesiveness between the two respondents with regards to the perceived content, implementation and the effects of the same.

#### **4.1.1 Perceptions of the CRCSM-Program**

The two respondents in this group were both very well-acquainted with the theoretical content and the objective of the program, speaking freely with regards to the three P:s. Jane Nambalirwa was one of the respondent stating that the key element is to create an environment where the students can participate in their own learning, and in order to do so, provision of materials and knowledge are essential features as well as cater for that the students are protected:

”What I perceived personally with regards to the content and objectives is that Children Rights are important, and the main thing is that you have to make the learner participate in their own learning. For me, that personally was the most important one in the whole program. And also, they practice. The provision of the materials, provisions of the knowledge; you are there to provide. ... So the learners' can't participate when they are not provided for with materials and knowledge. And are they also protected? So whatever you do, it must be in the best interest of the child”. (Mrs. Nambalirwa)

Both respondents stated that in order to create participation, both provision as well as protection must be catered for, as requirements for participation to take place. Furthermore, Beatrice Byakutaga also highlights as well as Mrs. Nambalirwa how this participation process involves all features of the daily affairs including out-side the classroom and describes how student participate in growing their own meals beside what is given by grant of the government. Mrs. Byakutaga continues on stating that it is to be seen as a form of delegation, providing the students with forums of participation as well as room for self-management in the daily affairs. A core object of the program and participation according to Mrs. Nambalirwa is also the effect on a citizenship level describes as“... If this child is well brought-up, participating, we wouldn't have the problems we

have in the world and elsewhere of redundant people who always wait to be given instructions even when the instructions are misleading”. In addition to this, Mrs. Byakutaga also highlights the involvement of the teachers as present element and that the program requires a change in the view of the student, and how this is an objective of the CRCSM-program as well. Overall, both respondents can be seen to have similar answers as well as perceived view on the CRCSM-program and the main objective of the same.

#### **4.1.2 Perceptions of the Implementation**

The Nakaseke Primary Teachers’ College has implemented two different batches of the CRCSM-program, and accordingly to Mrs. Byakutaga and Mrs. Nambalirwa both batches were implemented through similar procedure. However, a difference was highlighted in the answers of the two respondents between the results of the both implementation processes that will be discussed in following paragraph. Mrs Byakutaga describes that during the first batch, she participated in the CRCSM-program together with two other colleagues from different backgrounds and work-positions. Initially, this support group planned a joint strategy in program proposal on how to implement and how to break down the different stages into smaller components. This support group was working closely during the whole year, adjusting and fine tuning as the CRCSM-program went on. With regards to taken the program to Nakaseke Primary Teachers’ College, Mrs. Byakutaga firstly held a theoretical practice and briefing as a CPD. However the next step in the implementation process was to involve the teachers in a practical sense, and both with regards to Out-Reach as well as Pre-Service, participation of the teachers involved has been a key word in order to create ownership according to Mrs. Byakutaga as well as Mrs. Nambalirwa.

“When I came back I had to meet with my staff, and of course explain to them what we gone through about the program and I said: OK now we have to work together. These things might seem simple, or they might look simple but now we have to work together because these are very important things” (Mrs. Byakutaga)

Therefore, all teachers were assigned tasks and worked out methods for implementing the programs after guidelines but with the possibility to set rules of their own according to Mrs. Byaktuga and stated to all staff initially that the joint effort was crucial, and that the teamwork was essential for success. Mrs. Nambalirwa describes a key feature was to involve the teachers in order to build a support system for the students and this was achieved during the first implementation process accordingly to the same. However, one experienced challenge feature with regards to the delegation was the absent of ownership and Mrs. Nambalirwa states that the biggest difference in the two implementation processes was with regards to this, since Mrs. Byakutaga was busier and due to her role as the principal also committed to obligations where she was not as present as a deputy principal had the possibility to be. Furthermore, with regards to implementing the program a second time through a different batch, even though with similar features, Mrs. Nambalirwa states the results in that sense somehow differed and not only because of her role as deputy, but also since a second time was needed in order to create ownership and sustainability:

” I expanded my space of action by involving key tutors of the Language Department. What made the staff interested was because I gave them project they could manage with the learn-

ers...So the second time, when they had it again, they were a very different group. So I think the organization changed because I used the key department to get on board and direct the program. I don't think it would have been the same change if I did not involve other members of staff to own it. During the second go, everybody got involved and students and teachers became so creative".

Mrs. Byaktuga points out that by the end of the first year, students' performance improved quickly, and seeing the benefits of the program can also be seen as a helping factor with regards to the second implementation since initially, Mrs. Byakutaga described the organizational attitudes as poor towards the program. However, she points out that after realizing the use of the program as well as its benefits; the attitude was improving and the program was embraced on all organizational levels.

### **4.1.3 Perceived Effects of the CRCSM-Program**

Beatrice Byakutaga states that a major change has been in how to perceive the role of the student, and states that the CRCSM-program has changed the way the students are perceived, both as learners as well as individuals. Participation now can therefore be seen as key feature both with regards to teachers as well as students and this quote can see to highlight the shift in the view of the students:

"Before starting the program, we did things in our own way. Some things we never put emphasis on, or bothered to consider to learners in. We would sit and decide many things on our own and impose them on the learner and move like iron-hearted people because we were commanding everything. But when attending the program, I realized we need to bring these people onboard. Especially, they need to participate in things that concern them, addressing the problems or solve them. So, my attitude towards issues has changed and I realize how important it is to involve the learners."

Beatrice Byakutaga is here pointing out that an incitement for participation is to delegate issues and decisions regarding the ones concerned in question. Participation therefore, has been imbedded in all features of the daily life of the students and not just in class but also in taken the responsibility for other activities on campus such as cleaning, cooking and so on. This can also be linked to the fact that participation and the shift of seeing students as actors instead of receivers would be beneficial also as fostering good citizens, which is discussed to be an objective of the school by Mrs. Nambalirwa as well. In addition to this, Mrs. Nambalirwa describes the key area in terms of succeeding with participation is to see the students as individuals that all comes from different backgrounds with different challenges, and points out the CRCSM-program as a major feature in enabling that way of thinking. Mrs. Nambalirwa also highlights that the biggest attitude change in order to succeed with the program must be to realize that the reason for being a tutor is to be there for the students, and to work accordingly to the best interest of the learner. This attitude of change on both personal as well as organizational level, as an effect of the program, is therefore also highlighted by Mrs. Nambalirwa as:

"The program has really changed me, and the way I look at things ... There is a very big difference between me now and the me that I was before. Now, I really understand people and I accept them as they come and that they all have different challenges. Before I was really critical about behavior, I was really wondering why people didn't behave the way I wanted them to behave. I didn't understand that they are all different. But after the CRC, I learned that learners are different. They have different talents, they have different abilities and if one is

weak in this way he might not be weak in that way. So if you really give them time to participate; that is when you will see that and help them best where they can excel.”

Jane Nambalirwa highlights also the fact that students themselves can function as a hurdle for participation, when not understanding the reason for participation and that attitude and background here plays a big part in how the students embraced the program and the expectations now set on them in order to receive the full effects of participation. Mrs. Byakutaga states an example of how the CRCSM-program has changed the attitude and norms with regards to the role of the students and describes that:

“Before the program you talked about Children Rights, but without reflection and emphasis. So the program opened my eyes and gave me a different outlook on things. Whatever I do now I have to think twice, go back and reflect if this is in his or her best interest before taking action or a decision”.

Mrs. Byakutaga continues on describing the effect on student behavior that also has had an impact on teachers ‘work-load. This since students now use self-management in areas that concerns them, stating that they use their personal leadership to handle discipline as well as day to day- affairs#. Therefore, the role of the teacher simply is to guide and counseling when needed. In addition to this, the relationship between the management and the teachers has been subject of change, and Mrs. Byakutaga describes her strategy of implementation of the CRCSM-program as creating a subject-subject relationship between the management and the teachers, as well as with regards to the teachers and students. This has narrowed the gap between management and staff and as an effect of the program the teachers has also become more self-managed accordingly to the same. Mrs. Byakutaga, stating that

“Students work on identifying a challenge or problem, and trying to solve it before coming to us. So they can use their leadership to handle discipline as well. When they come to us, it is because they can’t handle themselves but before that they should use their leadership and capacity to handle things that concern them. It is helping them to organize themselves for class, for cleaning, for cooking and so on. At the end of the day they are more responsible for their actions, their lives and what they do on their own”.

#### **4.1.4 Challenges for Sustainability**

With regards to crucial requirements for sustainability of the CRCSM-program, both respondents were passionate and well-informed on how to proceed in order to secure the survival of the effects as well as with regards to implementing the features of the program out in the field. Obstacles on both organizational level as well as with regards to the context has been prominent, and also how these factors can be both constraining and enabling the features of the program.

Mrs.Nambalirwa that earlier have stated the importance of support from management in order for implementation and sustainability, describes that in the field, new teachers have none or little chance to showcase new knowledge, and that formal structures of organizational hierarchy frequently constrains new teachers from the possibility to make a organizational change or impact. Especially since the change in attitude can be resistant and hard to overcome. Furthermore, as a way to come around this issue, she highlights the importance of creating support teams with regards to new implementation;

“In this program, I think it is very important to work in teams. The team I was in was partly separated, I was working at Nakaseke, my other colleague in Makere and another one in the ministry of Education and Sports. It may be more beneficial if at least two persons work in the same institution... to make change in the department. So if you don't have a team mate in the same department, in the same institution, it can be very difficult to make a recognizable change and also sustaining it”.

Attitude is brought up as a big possible hurdle for the program, especially highlighted in terms of management but also down to both teachers as well as students and in order to work for the sustainability and the program to take root. Mrs. Byakatuga states that even though human being typically resists change, it is of importance to be resistant and strong in terms of working for its implementation and sustainability. Mrs. Nambalirwa states the importance of understanding the program at all organizational levels as well as being able to un-pack it to the students foremost. So the challenge can be to un-pack it practically, so that students can take the features of the program with them where ever the go. The importance of that the students must be able to practice what they learn in the field as teachers are also highlighted by Mrs. Byakatuga.

Other organizational challenges in order to maintain the features of the program can be relating to new recruitments, and this is brought up by Mrs. Byakatuga explaining that work-effort must be put in with regards of getting new staff on-board. Also continuity and refreshments for current staff is seen of importance. At Nakaseke, this is planned to be an area adressed in CPD:s in accordance to Mrs. Byakatuga.

Constraining elements in the context emerges when taking the curriculum into account, and Mrs. Byakatuga stresses the fact that a major hurdle for the CRCSM-program is with regards to the curriculum,

“We have a curriculum here, that is still a concern to me – a big concern! In the curriculum, everything is layed down for the teacher and there are no room for creativity for the teacher. Our (curriculum) also includes how the teachers should use their methods, and it is so rich and detailed in such a way that it prevents the teachers from thinking”

Another point of how the context can work as constraining is also with regards to the resources and this is also a shared view of Mrs. Byakatuga. Mrs. Nambalirwa continues on pointing to a need of fulfilling the most basic needs of protection and provision before participation saying that:

“With most basic need provided, you could be empowered. But you can image if you don't have anything to eat, and you are depending on the school for meals and other things, you are not provided for so you can't be a good performer”.

## ***4.2 Staff of Nakaseke Primary Teachers' College***

This group of respondents includes remaining managerial staff as well as teachers, taking part in the CRCSM-program at Nakaseke Primary Teachers' College. Included are both Out-Reach as well as Pre-Service teachers, and one can distinguish a clear cohesiveness between answers of the former group of participants and this group of remaining employees.

#### **4.2.1 Perceptions of the CRCSM-Program**

“The content of the program is that we have Children Rights, and in our context we have students right, stipulated in the UN-Convention. Basically in our context is how we provide the students to realize those rights. Here we provide education, how do we provide them with the opportunity to learn, and learn without harassment... and how I as a tutor let the students realize their rights. That is very much in our teaching methodology, how we relate to them and how we handle and perceive their leadership.”(Mr. Kizuula)

All respondents brought up and discussed the three P:s provision, protections and participation when asked about the content of the CRCSM-program. Janet Otukol describes her briefing of the program as a help to get students to be in charge of their learning, their day to day affairs’ as well as practicing democracy in and outside class. Furthermore, the learner-centered methods were also a frequently repeated area of focus with regards to the theoretical content of the program and how these two elements were linked together. When asked about the main content and objective of the program, Mr. Mbangire states:

“Actually, it was that the learner should be in the center of everything. The learner decides what he wants to learn. The learners’ participation in the day to day learning, that is beneficial for them by the end of the day. So, the concept was to see that. All of us were taken through the concept and it ment that respecting children rights; in provision, protection and participation. Those were the three components. “

This is also in line with the answers of Mrs. Aboot as well as to Mrs. Bujjasi. Edward Mugeere states that the main objective of the program is to help children develop without threats to their lives and well-being, which can be seen to include a more overall definition as well.

#### **4.2.2 Perceptions of the Implementation**

In accordance to the both implementation processes, also Mrs. Bujjasi as well as the participants of the program, states that the implementation processes went by similar proceedings. Firstly, Mrs. Byakutaga held a theoretical practice with the staff and briefing on the program, Mr. Kizuula calls this a mini-lecture where all got briefed on the Human Right Convention and especially stressed the Children Rights. This was held as a CPD, a form of Training and Development Course during both implementations, where the participants briefed the Out- Reach as well as Pre-Service teachers according to Mrs. Bujjasi, continuing on describing how then all teachers were assigned different group tasks and then went through the intervention of the CRC with the students. Mr. Kizuula gives an example of the implementation process in Pre-Service

“It was a casketing model. When the administrations (management) came, they informed us and we also had to go down to the students and tell them what we have learned. We told them the benefits of the program and the benefits of Children Rights. Now, we also had tutorials. That is another avenue of making the students realize their rights, when we can discuss and involve them.”

With regards to the Out-Reach branch, Mr. Mugeere was involved in mentoring the teachers and stating that one of his tasks in the implementation process was to internalize the concept in the participating schools. This was during both the first as well as the second time of implementing the CRCSM-program in the selected Out-Reach schools and in accordance to Mrs. Bujjasi a major emphasis was on supporting the teachers in

implementing the program and unpacking it to their students. In Pre-Service, the role of the teachers was to take the program directly to the students, and it Out-Reach as Mr. Mugeere also states that was not the role of the teachers of Nakaseke but the job of the teachers in the concerned school. Mr. Mugeere firstly started off with a theoretical introduction of the program and the child rights position, and then continued on in consultation with head-teachers mapped out the gaps and then designed action plans to decide on the entry points. Mr. Mugeere chosed different strategies in different schools, depending on the circumstances and conditions of that particular context. However, also here a big emphasis was on participation and high involvement of the teachers. In the implementation process, Mr. Mugeere experienced initial difficulties in regards to teachers' role and the shift from an authoritarian way of teaching to a more democratic method stating that

”Our education in Uganda is transitioning from a point to another; where the teacher had it all, knows it all and the learner is a receiver. And making people believe that when the children are empowered, they too can contribute to their learning is something that is not easy”.

The shift of attitudes was therefore time-consuming and not an easy hurdle to overcome, and Mr. Mugeere emphasizes that support from Head-Teachers are crucial in this transition. Continuing on Out-Reach implementation; the main concern to Mr. Mbangire was the lack of schools included. This since only three of the Out-Reach schools were selected to participate. The biggest hurdles for those participating schools addressed the shift in teaching-methods, and the hardest for Out-Reach teachers to grasp has been highlighted with another point of departure:

“The hardest part for the teachers has been to understand and taking on learner-friendly approaches to learning... Corporal punishment is the easiest example; in Uganda it is out-lawed and not supposed to happen. Somehow, teachers were beating children, so it is a dilemma of if you are not going to beat the children, what are the alternatives?” ( Mr. Mugeere)

As described under paragraph participants, a second go of the implementation with regards to Pre-Service has been described as beneficial and Mr. Kizuula is an example of that, stating that by the first batch, working mostly in the Out-Reach branch, saw his way of escaping and resist the change. However, after some time and exposure to the program and its effects Mr. Kizuula “came out of his cave of ignorance” as he expresses it himself. Mrs. Bujjasi describes the initial thoughts after the theoretical content as a bit abstract and hard to initially see the benefits of. This can be seen to be a shared view on the implementation process to start with, as here Mr. Mbangire also questioned the initial process, stating that

“My attitude towards it was one; it was hectic. It called for preliminary preparations. When you are calling for a child to participate, it implies work and provision in material. So I said, where are we going to get money from to do this? So initially, I said – No! But to me as a mathematician, it stroke med that I had to jump on that band-wagon of the program very fast. Why? Because to a mathematician, it is a concept. And in mathematics, there are concepts. Once a child has understood the concept, he can use it in so many activities. ”

Another feature that was prominent in the implementation process has been teamwork, and this is also the feature that Mr. Mbangire points out to be the success factor in the implementation process of Nakaseke Teachers' College, and gives accreditation to.

### 4.2.3 Perceived Effects of the CRCSM-Program

Hellen Aboot is one of the teachers who describes how it has changed her way of both interacting as well as the teaching-methods when stating that the program has been beneficial in helping to instruct the students and going from a more authority way of lecturing to a more hands-on learning. Marion Bujjasi emphasizes that one achievement of changing the role of the students from passive recipients to active actors is the fact that you gain closer relationships with the students, and this interaction is a factor assisting both teachers and students to develop. In addition to this, she points out that students gain creativity and self-esteem as an effect of their self-management. Furthermore, Mr. Mugeere puts emphasis on the fact that pupils participation also promotes other characteristics such as improving decision-making, and Janet Otukol also recognizes the value of gaining life-skills through participation and how this can be a help both career wise as well as on a personal level. In addition, this is a feature that enables the students to share their knowledge, and should be seen as the benefit of practical learning according to Mrs. Otukol.

“The benefit I would say is that the children are free.. At least their development is much safer than before. In those particular schools, I don’t see people carrying sticks around. So the environment is a bit safer, and children participating make learning so much more interesting. It even makes the job of the teacher more simple, the teacher is just guiding the students and a lot of work is done by the students” (Mr. Mugeere about the effects in participating Out-Reach schools)

Mrs. Aboot is one, but far away from the only one, willingly to confess that the personal attitude towards the CRCSM-program when it started left a bit more to wish for and Mrs. Bujjasi said that one of the initial challenges she was seeing was with regards to the attitudes and the fact that people take time to change. Mrs. Aboot now states that one of the biggest changes she distinguishes due to the program is in attitudes

“The attitudes of the learners and of the tutors has changed. Now all believe that students have to participate in their own learning and tutors have to help the students to participate in their own learning. That learning also has to continue when the students are out of here, and now this is a part of the institution”

As earlier described Mr. Kizuula was also alienated from the program initially, due to factors such as not seeing how it would enable the students in their work nor be usable for the teachers. Mr. Mbangire was questioning the fact that it was a time-consuming change, and this is also agreed by Mrs. Bujjasi. However, both management as well as teachers points out that after realizing the use of the program as well as its benefits; the attitude was improving and the program was embraced on all organizational levels as well as Mr. Mbangire states that once realizing the essential concept of the students learning how to learn, the attitude towards the implementation was to value the features and possibilities with the same. Mr. Kizuula states an example with regards to the transition of the role of the student,

“I felt that I needed to change my teaching methods... So I gave topics to different group leaders and so the students were seeking information on their own. I saw my work being reduced and the only thing I needed to do was to have accurate information about the topics. Surprisingly to me at the start, the students were presenting very accurately information. So this changed the way we looked at things, the way we teachers influenced (the students) and it also improved the way I used to perceive the students”.

Mrs. Aboot describes that one effect of the program has been how it has changed her way of both interacting with students as well as her teaching-methods, stating that the program has been beneficial in helping to instruct the students and going from a more authority way of lecturing to a more hands-on learning. Furthermore, it has been assisting in improving the relationship between the teacher and the student in accordance to Mrs. Bujjasi. Mr. Mbangire is one of all respondents highlighting a learner-friendly method where the students are in focus and the delegation of work that now falls in the hands of the students. He continues on describing that when students are in charge of picking their own material and have a hands-on learning in groups, it is a way of interacting that puts the student in the center., and Janet Otukol also recognizes the value of gaining life-skills through participation and how this can be a help both career wise as well as on a personal level. Mrs. Aboot stating that the attitudes to behavioral change is a challenge, but once seeing the effects and benefits of participation and self-management, they get transformed and becomes more responsible of their own learning. Mr. Mbangire agrees in the reasoning and states that the process starts with the teacher enabling the students to participate, and take on a democratic view;

” Let the students express themselves. That is how you start guiding them. Previously, I had the thinking that the whole thing came from the teacher, I am the boss. But now, if you want to see work, let them be the boss themselves. They won’t even wait for management; they will start working on their own. “

Also Mr. Kizuula describes the fact that his personal attitude changed for the better as now experiencing a better learning environment that is beneficial both for the students but also with regards to the teachers. This dual effect is also described by Mrs. Aboot that earlier stated the shift in the view of the student as not a receiver but an actor. Also Mrs. Bujjasi highlights the shift in attitude towards the importance of a democratic view of the student amongst others and Mr. Mugeere describes that a benefit has been a new perspective on what education is all about and furthermore, how this is assisting him in helping others transforming into better teachers.

Mrs. Amoong describes that the role of the teachers as an effect of the program is perceived to have as less interference as possible with regards to the students’ affairs and describes the new role of the teachers as supporting and guiding the students. This is also a shared view of the rest of the organizational members. Mr. Mbangire highlights the teachers now have less work-load and that the self-management of the students has gained both benefits with regards to the teacher as well as the students. Mr. Mugeere describes how he seen the change not only produced a cascade effect from teachers to the students, but also how the idea of democratizing and self-management was taking off with the help of the convincing from fellow students.

The organizational structure has also been affected by the program and its implementation, Mrs. Bujjasi points to one effect of the program to be an decreased gap between management and teachers, and increased communication:

“...all tutors got mentored. Naturally, the dialogue becomes better and so the whole communication has become better from the top to the bottom. Even with my students, communication has becoming better and because we interact, the communication gaps have become smaller. You become close to me, and we become friends. Before my boss was my boss, now she is my mentor. I don’t avoid her, but I find her and talk to her. So it has changed that way.//.. And for us here at Nakaseke, every office is open, and there are no Head-Teachers looking himself in his room”.

This can be seen to be a shared view, Mr. Mbangire also highlights the changed features between management and teachers, stating that as an effect of the program the leadership style has empowered the teachers and worked as decreasing hierarchy and gaps between staff and management. With regards to another point of departure Mr Kizuula emphasizes delegation as a major change

”... since the principal went to that course (the CRCSM-program), the leadership has changed. There is delegation, and tutors are given responsibilities and tutors are self-contributing to their work. What you do is not for the principal, not for other tutors, and it is not even ending here in our classroom but in the field with the children. So, I think that kind of leadership is not restricting, but following the principal... It had some to do with our change of attitude, some with our change of leadership, perspective and perception”.

Mr. Mbangire describes how his own leadership has transitioned as an effect of the CRCSM-program,

“One; it has changed the style of leadership. Two; it has also done ownership. It has really done well, previously you told people what to do and now you find people even do it on their own. Like for instance, supervision has changed. Also for the Out-Reach area, now we communicate and I don’t supervise. So it is communicating with them, where are the challenges and how do we do. ... Now, I am more one of them-we are one part. I am not above them. ... Before, you could call the CCT:s and they were never available, all the time. But now, we communicate”.

#### **4.2.4 Challenges for Sustainability**

The main concern that can be seen as to survival and continuation is how schools in the field can enable or constrain the features of the program. In order to get the full circle, the Out-Reach schools must also enable newly recruited teachers to implement elements such as participation and democracy in class. Mr. Mbangire expresses concern with regards to the Out-Reach section, stating that the implementation process has been successful at Nakaseke Teachers’ College, and students graduating are able in theory to provide the learning components of the program. However, there has not been enough pressure put to schools in the fields accordingly to Mr. Mbangire and he is not the only one seeing challenges with students being empowered with skills not being taken advantage of due to an constraining environment. In addition to this, he states that Out-Reach do follow up the students, to guide and mentor them so some features of change should be supported.

Change in attitude can be resistant and hard to overcome and Mr. Mugeere describes the importance of Head-Teacher and management understanding and committing to the program, since the whole idea is revolving around management and he states that in order for the program to take root, it is dependently of the Head-Teacher grasping the concept. Mrs. Bujjasi further more describes a frequently seen gap between management and teachers, going into the field, and how this formal structure can operate against an implementation of the CRCSM-program on the initiative by a new teacher in particular. Also the role of the fellow teachers and the support system of other organizational members besides management is pointed out by Mrs. Otukol and how it is also a must in order to take the program further down to the students. Marion Bujjasi highlights the fact that participation requires trust as well as the ability to delegate with regards to the role of the teacher as well as on management level. The transition for the

teachers to take on the new role of the student, as well as environmental obstacles for that is pointed out by Mrs. Amoong, stating that

“One challenge could be that we have our time table, to now we have to fit this in to our time table. Can we allow the students to work on their own, can we allow the students to go to the library and give them time so they can do research on their own? And also the challenge of helping some tutors, realizing that even without you teaching; the students can learn. That is also a change, because most of us think that you have your work and you teach and you leave. So giving students topics and work, it is to waste your time or something, so that is something we have to harmonize and that is also a challenge”

Furthermore, Mr. Kizuula discusses not only the rights of the students to participate but also the responsibility of doing so and how the student themselves needs to embrace this feature in order for the program to succeed. However, Mrs. Aboot highlights the fact that there is a transition period also for the students, whom in many cases are not used to the possibility of participation. In addition to this, Mr. Mbangire points to that the program however not therefore can only be what is mentioned as an elite-program, and that in order for sustainability must have ownership amongst teachers, students as well as amongst the community itself.

Other organizational challenges in order to maintain the features of the program can be relating to new recruitments, and this is brought up by Mrs. Aboot stating that could be an challenge for sustainability and how new teachers must be inducted in the CRCSM-way of thinking. Her view on this is also supported by Mrs. Bujjasi Also continuity and refreshments for current staff are seen of importance, and this is also mentioned by Mr. Kizuula in order to secure the program and its features not dissolving. Mrs. Aboot also see the continuity from the students point of departure, and stresses the fact that every year is a new class being inducted and sensitized to the elements of the program. Mr. Kizuula sees the time-limitation as a hurdle, since they only are at the college for two years and this is also brought up by Mr. Mbangire that points to the fact that the previous year in schools with different teaching methods has grounded the students in that thinking and behavior and that takes time to change. In addition to this, Mrs. Bujjasi also sees some hurdles with regards to storage of already produced material as a challenge with regards to sustainability.

Mr. Mbangire means that an initial hurdle for teachers enabling participation can be the frames of the goals and objectives set by the outside environment

“A big challenge is the curriculum. You need to be sure that things get done according to what the ministry requires you to do. Yet here, the program calls for learners’ participation to move accordingly to interest and to move in their own pace. And yet, by the end of the day you as a teacher are accountable because you should have learned them before the exams”.

Mr. Mbangire continues on stating the initial hurdles one can meet when implementing the program, and questions that should be considered with regards to the context

“The challenges for one are the resources, the financial resources and the materials. And also the teachers... and what about time? How do you organize to make sure that the demands of the curriculum is met while you at the same time embrace the program?”

Furthermore, Mr. Mugeere is only of many respondents pointing out that participation requires protection as well as provision for the student, stating that many schools lack facilities and materials and when asking the children to read and there are only teen books and hundred students, it can create a problem.

### **4.3 The Students**

In order to look into the view of the students with regards to the CRCSM-program and their perception to the role of the students as well as of the teachers, inclusion of this group has been of interest. One can distinguish a gap between the answers of the two previous groups and the students, and this will be further highlighted during the discussion paragraph.

#### **4.3.1 Perception of the Content of the CRCSM-Program**

With regards to the content of the CRCSM-program, students replies centered around preserving Children Rights as well as not to perform corporal punishment, and when asked on how to perform this is practice, the answer were as followed;

“The children have the right to play, to have their break-time and teachers are to respect their break-time. And give them a chance to organize their play activities”.

Furthermore, students when asked on how the reaction towards the thoughts of the program said to be positive, and accordingly to the latter respondents the attitude towards the content was overall good. It can be seen that the program has been un-packed when presented to the students, and not presented as an initial major intervention. This is also supported by Mrs. Nambalirwa.

As described by the students, former experience and expectations of their role as students as well as the role of the teachers can differ a long way from what is expected of them in the new environment of Nakaseke Teachers' College and with regards to participation in class, students themselves states to lack the experience and knowledge on how to participate. One example of an non-democratic nor participatory teacher-method that was experienced by the students

“Some teachers had no time-table , and they did not cater for the learners. Sometimes they would say that the bright ones are one class, green. So the bright ones were green and the teacher decide not to interact with the other children not being green, because for them they don't waste time”.

This experience was not seem to be un-common, where the class had been divided in two, this after their perceived capability and academically out-look. Furthermore, the respondents describe other situations where their rights were violated, and the teacher were taking advantage of their leadership and supervised more than using learner-friendly methods. The role of the students at Nakaseke Teachers' College however differed from that, and is described by the students as self-managed in many ways and one has been with regards to the interaction, stating that before the “teacher told you what you should do and learn, but here you have to pay attention”. The student themselves also claim to use their leaderships between each other to act as a role-models stating that in order to make people listen and behave accordingly to independent self-managed students;

“We act as an example, and when you see somebody doing something wrong, you make sure that you talk to them. You should not be angry with them, you must talk, or else they won't listen to you”

### **4.3.2 Ideas of the role of the Teacher**

For the student themselves, seeing them in their future role of teachers they are said to emphasize participation of the students as well as creating an environment that is supportive of that element and wish to be “a teacher who can create a close relationship with the children” as well as not to use corporal punishment in their teaching-methods. However, there is still a requirement of respect that is to be present in their perceived role as a teacher as well as an urge for the students to become individuals and self-managed;

“First of all, we want to have a close relationship, but they (the students) should not undermine us and they should not not show respect. You know? We are still teachers, but they can go up to our level”.

Continuing, the most important feature of empowerment the respondents want to emphasize to their future students are support and guidance, as well as accepting students’ differences. One can distinguish strive for a subject-subject relationship as desirable once starting to practice their role as a teacher, and one student states different examples of how to make the students participate as through the use of group exercises. Furthermore, another student puts emphasize on the fact that it is the role of the teacher to involve the students and create an environment that is supporting of participation and this is done by preparing class content rather than dictating the content prior to class.

“An example, because there are those students having difficulties, so you have to make sure that you talk to them, you guide them and you motivate them to go on”

When asked about how to empower the students, the answers of the respondents mainly focused around seeing the students as individuals with different prerequisites in terms of their learning. Perceived challenges and hurdles in the field in order to be able to carry out the above features, is by a large number of students stated to be support from Head-Teachers.

## **5. Analysis**

The objective of the analysis is to highlight and debate the reasoning of the research questions, and building arguments with a point of departure of both theoretical as well as empirical findings.

### ***5.1 Society Level***

#### **5.1.1 Democratical Methods Approach in School**

The view on democratical methods in school can be linked to the reasoning of Freire (1975) as well as Dewey (1916) and these elements are highly integrated in the answers of the respondents. Mr. Mbangire is one of many speaking about how to learn to learn, and this emphasis on how knowledge is something the student should be able to bring into other situations and assist in decision-making for future problems in accordance to Dewey (1916) are also highlighted by Mrs. Otukol. Both Freire (1975) and Dewey (1916) state that the process of knowledge creation requires participation, this is also in accordance with Mrs. About way of thinking to name one since this is to be seen as one of the paramount foundation in the answer of the respondents.

Freire (1975) continues on debating that knowledge is also a way of affecting and changing the perceptions of reality, and also Dewey (1916) stated that an effect of education is minimizing socio-and cultural differences and this can only be done if a transition in how to perceive the students take place. The objective of teaching is not to transfer knowledge, but to equip the student in learn how to learn. A paramount feature in doing so is participation in accordance to both. The respondent supports this emphasis, and all respondents on all levels from participant to students can see stating this as one major foundation in the CRCSM-program, and the effects of it. Respondents also highlights how this way of perceiving the students has assisted them both on personal as well as organizational level, and how the transition in teaching-methods has been a central point.

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Freire (1975) as well as Dewey (1916) highlights education as a way of free individuals from oppression and socioeconomic differences ascribed by society, where one can interpret Freire to emphasis more on group level and structural level than Dewey (1916)

that operates on an individual level. In accordance to the answer of the respondents, the latter one is the paragraph paid least attention to and instead more focus is to be seen on how the individuals gain better self-management and life-skills (e.g. Mrs. Otukol, Mrs. Nambalirwa, Mrs. Byakutaga) through integrating democratically approaches in school. The objective of the school is also brought up by Mr. Mbangire as foster citizen and that can be seen to be in accordance to Dewey (1916) and the reasoning of society level. Moreover, the school is not only building morally and democratically principles, it is also in interaction with society outside the environment of the school and Dewey (1916) stresses the fact that these principles of moral must be in harmony with each other. The answers of the respondents points to that the outside environment in general is not supportive of this democratically approach and Mr. Mbangire is one of the respondents highlighting the challenges in Out-Reach where this way of interacting with students not are present. Also the described change in the three Out-Reach schools participating in contrast to those who have not can be seen as paramount in accordance to Mr. Mugeere when stating that the biggest change is that the environment in the participating schools are safer for the development of the child. George et al (2006) on the contrary states that change can be accomplished even though the behavior is not correlating with the outside environment, and that the relationship between the context and organization is dynamic in both directions. Nevertheless, as Mrs. Bujjasi as well as Mrs. Nambalirwa states, it is a risk that this change of behavior and its fundamental principles of moral are oppressed when new teachers are going into the field, this in the same reasoning of Dewey (1916), since the outside environment not correlates with the inside environment of the Nakaseke Teacher's College. Freire (1975) on the other hand, states that the possibility of dialogue and the features of self-management stop suppression. With regards to the idea of constraining elements in the context, Freire (1975) continues on pointing to the fact that it is the perception itself and the structures that are constraining. In accordance to this reasoning, the students when beginning as new teachers are in the situation to make change if only believe they are capable of doing so. The thinking of the individual in accordance to Dewey (1916) is emphasized by creating an interest in the cause, even though meeting obstacles on the way. This can be seen correlating with the understanding and ownership of the CRCSM-program and the reasoning of Mrs. Nambalirwa for instance, stating that one must be affected and understanding of the program in order to make the change sustainable and durable.

The democratically approach can also be linked to the three P:s described by both Unicef (2012) and the founders of the CRCSM-program and this has been a foundation of the theoretical content of the program (Wickenberg & Flinck et al, 2009). The respondents, with the exception of the students, are seen to be thoroughly familiar with the content and how to integrate this in the organization in order to secure children rights and its effects. When discussing the requirements for participation, respondents like Mrs. Nambalirwa, Mr. Mbangire and Mr. Mugeere are only an example of respondents highlighting that participation necessitates provision and protection.

### **5.1.2 A Ladder of Citizen Participation**

The perception of the student and way of decision-making with regards to the same previously the implementation of the CRCSM-program as described by Mrs. Byakutaga shows that participation of the student was to a minimum. In the typology of Arnstein (1969) and the ladder of citizen participation, the students can be seen to correlate in a

non-participation rung where the objective of power holders has been to educate or cure the citizens and when a plan is proposed it is done without any participation of the citizens and room for influence or alternation is non-existent. This can in specific be applied to the previous teaching-methods described by Mr. Mbangire and Mr. Kizuula for instance, and the reasoning of the role as students as passive recipients of information.

In relation to implementation, Mrs. Byakutuga as well as Mrs. Nambalirwa highlights the importance of creating ownership and involvement. Delegation and participation has been key-words in the implementation process, and this can be spotted on both levels from teachers to students. With regards to the teachers, Mrs. Byakutuga puts emphasize on a practical involvement on the behalf of the teachers, and this is also supported by Mrs. Nambalirwa as an important feature. This can be seen as correlating to the increasing of citizen control and participation in accordance to Arnsteins (1969) reasoning.

With regards to participation and the effect of a shift in power relations, all respondents describe student-self management as a vocal point in the organization today. Features of student-leadership and democratically representative can in some sense seem to respond to the placation rung of Arnstein (1969), but with the major difference that the representatives are hand-picked but not by the power holders but by the students themselves. The partnership rung can be seen characterized in teaching-methods, as power is being re-distributed and planning and decision-making are being shared between the two actors; power-holders in the form of the teachers and citizens in the form of the students. One could also argue that one could perceive the students as in the possession of delegated power or citizen control, but still the answer of the respondents shows that there are limitations to participation set by the environment in terms of the curriculum for example and this is preventing the students to be in full control over the teaching-methods. However, like emphasizes by Mrs. Byaktuga and Mr. Kizuula for instance, many managerial aspects are laid upon the students themselves and their student-council. Also Mrs. Otukol describes the environment as striving for as little interference as possible in the day to day-life of the students and this can be pointing to a degree of citizen control or delegated power. Moreover, in relation to other aspects like self-management on campus for instance, Mrs. About describes the student participation as in accordance to citizen control, where the students grow their own meals and are fully in charge of this area of participation.

Power holders and citizens can as previously mentioned also be seen in terms of management and teachers, and Mrs. Bujjasi is one of the teachers describing how the two-way communication and gap between the two groups has decreased. This can also be seen to be characterized by a re-distribution of power and possibility to change and make an impact in organizational aspects. Mr. Kizuula points to delegation as an important shift, and changes in leadership as well as the perception of management has worked in favor self-management also for the teachers. This can also be seen associated with Freire (1975) and the boundaries affected by how they are perceived by the individuals acting in the settings. This can also see to correlate with the use of power and utilize one's space of action, which is also a criterion for participation in accordance to Arnstein (1969) pointing to the fact that citizens must demand and strive for participation and power in order to make use of it. This can also be linked to different power relationship, how Freire (1975) highlights the dependency of the student and strive for minimizing it, and this can also be applied on teachers to management and other organizational relationships. Mr. Mbangire states how the CRCSM-program has affected his

leadership, stating that the relationship between the management and employees now are characterized by a more subject-subject relationship and this can be interpreted as the value of opinion and involvement are taken more into account today than before the implementation of the CRCSM-program. Therefore, one can argue it to be a feature pointing towards the transition to participation and citizen control.

## ***5.2 Organizational Level***

### **5.2.1 Organizational Development**

When implementing and embracing the CRCSM-program, Nakaseke Teachers' College has been through a form of organizational development (French & Bell, 1999). This can be seen characterized by factors both on organizational as well as personal level with regards to the professionals in the organization and increased quality of work-life as described by a majority of the respondents, e.g. Mrs. Namabirwa, Mr. Mbangire and Mr. Mugeere amongst others pointing out how the effects of the CRCSM-program has been beneficial both in terms of organizational culture as well as with regards to their professional role. Furthermore, the process of the implementation of the program also meets the requirement of French and Bell stating that organizational development consists of a practice of planned change, and initiated as well as supported by management.

Scott (2001) points out the challenges with changing regulations, norms and culture. This is also being supported by Mrs. Nambalirwa amongst others; describing an important feature of the implementation process to be endurance and persistence. Moreover, Mrs. Aboot and Mrs. Bujjasi are only two of many respondents pointing to attitude and culture to be a big possible hurdle when implementing the CRCSM-program. Scott (2001) also points to the different layers of how regulations, norms and culture can be limiting both in terms of the general rules that are set up but also by the social moral and the pressure to act accordingly. With regards to the implementation of the CRCSM-program, both regulations as well as the social moral can be seen to have shifted. An example of this is Mrs. Byakutaga description of how decision-making has altered, and that the rules now are to consider the best interest of the learner and to put emphasis on participation. One can also see that the social moral of how to perceive the students has transitioned, in accordance to Mr. Kizuula for instance when stating the shift to a more subject to subject relationship. Also the social moral in how to perceive the role of the teachers and management can seem to have shifted, as described by Mr. Mbangire and Mrs. Bujjasi when speaking about how the hierarchy of the organization now more distinguished by a subject-subject relationship as well. In addition to this, Scott (2001) debates that the culture is the most challenging foundation to change, and continuing on stating that to be the feature effecting behavioral to greatest extent and also to be perceived to work as proven fact. This can also be seen as a transformation of the organization and its member, before not questioning regulations, teaching-methods and socially accepted opinions that were limiting the participation of the student, and now all respondents puts emphasis on how to consider the best interest of the learner and integrate the three P:s in the every-day activities. Dimaggio and Powell (1983) argued that organizational behavior tends to be based on contextual factors to a high degree, and this can be seen to work against the implementation and realization of the CRCSM-program in the context of Uganda. The students as well as other respondents points to the fact that

the universal or at least commonly view of the roles of management, teaching and students are in conflict with the goals and objectives of the program and as stated by Mrs. Nambalirwa as well as Mrs. Byakatuga and Mr. Mbangire, building a support system inside as well as outside the organization should be seen as a key feature of a successful organizational change with regards to the CRCSM-program. This is also supported by Monro (2007) and how this can work as an alternative even when the initiative for organizational change not is supported by management.

Other constraining elements with regards to organizational behavior and change are mentioned by numerous; George et al (2006), Suddaby et al (2007) as well as Berg (2003) where the latter one specifically targets the context of the school as an organization as well as an institution and how the environment effects leadership as well as inflicts on individual level. This is also mentioned by all management members as an initial hurdle with regards to the curriculum and the implementation of the CRCSM-program. The dynamic relationship between the organization and its context which works in dual directions (George et al, 2006) can also be seen present with regards to the Nakaseke Teachers' College and its near environment when Mr. Mugeere states that one goal is to introduce the thinking of the CRCSM-program in all his coaching Out-Reach schools, showing that the organization is not passive under the context and that the external context also can be affected by its organizations.

Motive for organizational development and change can be built on different objectives and goals (Ellström, 2010). In relation to the Nakaseke Primary Teachers' College and the implementation of the CRCSM-program, one can characterize two different points of departures co-operating; the techno-rational as well as the institutional perspective. The criteria fulfilled in accordance to the firstly mentioned is that the CRCSM-program and the organizational change that means is filling a gap between need and demand in some sense as well as being a planned strategy in order to correlate with goals and objective of the organization. In addition to this, the strategy of implementing the CRCSM-program in the organization can also in some sense characterize to be in order to give legitimacy to the organization with regards to SIDA and the international context. Nevertheless on both points, there are also criteria that are not met, and with regards to the techno-rational view one central feature of the same is to increase profitability in an economic sense and that is not a motive or effect highlighted in any answer of the respondents. Also with regards to the institutional perspective, there are criteria not being met, for instance that the concerned organizational development not is correlating with the goals or needs.

## ***5.3 Individual Level***

### **5.3.1 Space of Action**

The definition of space of action in line with Bergling (1995) and the four different factors affecting the same is correlating with answers of the respondents. In relations to the students and their increased space of action, the intraindividual structure can be seen to increase as a highlight of many of the respondents, for example Mr. Kizuula, states that the CRCSM-program revolves around making the students realize their rights, and in that sense their space of action as participants. The interindividual structure can be seen

to be beneficial of the program as well, and Mrs. Bujjasi states how the relationship between the students and the teachers has developed and are now more characterized by a subject-subject relationship. The organizational structure and the increased environment with regards to space of action for the students can be highlighted through Mrs. Byaktuaga and the reasoning regarding how decision-making has transitioned to revolve around the students instead of management, and this can be seen effecting the actual regulations of the organization. The social structure on the other hand, is the one least affected by the program in accordance to Mr. Mbangire and Mrs. Nambalirwa for instance, where the picture of how Out-Reach school and their management decrease space of action due to structure and hierarchy between management and other staff. Also the curriculum can be seen to decrease the space of action and should be found under social structure, due to its inability or very limited chance for affection. Additionally, Carlsson (2005) also prominence the social context and how space of action is affected by the perceived freedom of choice and actions. Furthermore, space of action is how the relationship of the same is affected both by the actual boundaries set by the organization as well as depending on the strength of the actor in question. Both participants as well as other organizational members puts emphasis on how students carry out self-management as an effect of the CRCSM-program, which should be considered as an increased space of action on their behalf. Also the teachers themselves (e.g. Mr. Mbangire and Mrs. Otukol for instance) states that the teachers are self-managing their affairs as well. Johansson (1997) continues that an individual act upon dual objects; the free will but also what is expected accordingly to organizational behavior and culture and how this inflicts space of action. Mr. Kizuula is an example of this, describing the initial change to the way of CRCSM-thinking to be challenging, but after seeing the effects and interaction with students and participants, transitioned into another way of action. Hence, this can be seen as an example of how organizational behavior has affected ones individual free will. Mrs. Aboot points to how the CRCSM-program is a part of the institution and the way of acting and behavior and this is in correlation to an organizational identity in accordance to Johansson (1997) and how change must be somehow not to contrasting to the members free will in order for a continued membership. Space of action and the perception of the it can therefore to be interpreted as criteria for employment.

Additionally, as stated by Johansson is individual's position affected on ones space of action and this is also shown in the answers of the respondents and as Mr. Mugeere states the CRCSM-program is to be considered as an elite program and the support of the same is a requirement for change. In relation to the new teachers, in accordance to Mrs. Bujjasi amongst others, it is also a challenge due to strong organizational structure in the field and this is also in accordance to Lipsky (1980) whom highlights the fact that space of action is limited by regulations both internally as well as externally. The transition period of how the students perceive their roles with regards to participation is also depending on a change in order to use the increased space of action, and this can be correlating to the fact that even if the position of the individual is given different conditions, it is still not linked to increased space of action if not being utilized. This is also in line with the reasoning of Aronsson (1990) who points to a perceived space of action and an actual space of action and how commonly the perceived space of action is based upon former experiences and situations. In general, settings that allow little or none decision-making are decreasing space of action (Karasek & Theorell, 1990) and here Mrs.

Byakutaga points to the detailed curriculum that should be seen as an constraining factor of space of action on a national level.

On an organizational level, with regards to Nakaseke Teachers' College and to the role of the students the opposite feature has been pointed out mainly by management and teachers but also by the students themselves. Mrs. Otukol describes the philosophy of the teachers role is to guide and support, and to have as little interference with the students self-managing and also in how Mr. Mbangire states that students take own initiatives not relaying on teachers to be present or in charge. Also the teachers can be seen to gain a more self-management as previously pointed out by Mr. Kizuula amongst others. Mintzberg (1993) states that the negative consequence of possessing high amount space of action, since this allows the individuals to work against the goals of the organization and their profession and as also in line with Johanssons (1997) reasoning about organizational control must be secured through behavior, Mr. Kizuula gave a previous example of how Out-Reach teachers has a possibility of escaping the changes initiated by the CRCSM-program. However, after seeing the effects of the program, the change was initiated and perceived as necessary and of importance. This could be seen as an example of how the teacher can be enabling or constraining the student participating and increasing their own space of action.

To understand, maintain and change reality by communication has been a point of departure not only amongst Freire (1975) but also in accordance to Carey (1992) to mentioning a few and room for dialogue and expressing opinions should be seen as inflicting on organizational space of action (Wilhemson (1998). This has been highlighted by both participants and other members of Nakaseke Teachers' College that the student participation is central and that the view of the student should not be restricted to a passive recipient but to be ascribe with the ability of participating in their own learning. The way that the students are being perceived now can be seen to have an impact on their reality and perception of themselves, in accordance to Mrs. Bujjasi amongst others when pointing to that the students now gaining more self-esteem and that the effect of participating and being involved in their own affairs also creates an democratically effect in society in accordance to Mr. Mbangire and Mrs. Otukol for instance. Wilhemson (1998) points to criteria for increased space of action through communication to be a subject-subject relationship, and this has been seen as an effect both with regards to management and teachers (Mr. Mbangire and Mr. Kizuula) as well as with regards to teachers and the students (Mrs. Aboot, Mrs. Bujjasi amongst others). In accordance to Granberg and Olsson (1994) management must be supportive of forming an environment marked with a structure favorable for dialogue. This can be seen by both Mrs. Byakatuga when describing the strategy of the implementation and sustainability of the CRCSM-program as a strategy of decreasing gap between management and members of the same, as well as in accordance to Mrs. Bujjasi stating that communication and relationship on all levels has improved as an effect.

One can also state the need of support by management and others in order to break down the former structures and hurdles for space of action. As argued by Hofstede (1991) the context of Uganda is supportive of a high PDI and the use of a distinguished hierarchy, both as children, students and employees. This can be seen to be a major transition in relation to the goals and objectives of the CRCSM-.program, where one can see a strive for a shift towards a more low PDI that should be sought after both on organizational level as well as individual level. The fact that space of action is depend-

ing on one's work-positioning is also being highlighted by the respondents, eg Mrs. Bujjasi and Mrs. Nambalirwa, and the fact that this should be considered as a challenge for the CRCSM-program and the spread in Out-Reach.

The empowerment process and concept of the same can be with regards to literature be seen as form of manipulation and window dressing ritual (e g Wickiser, 1997, Collins, 1994) but this has not been a definition shared by the respondents. Effects like students gaining better life-skills in accordance to Mrs. Otukol as well as better self-esteem (Mrs. Bujjasi) and better equipped for society is a view shared by Mr. Mbangire amongst others. The effects of empowerment can be seen on multiple levels, with increased space of action and participation both for students as well as teachers and delegation as a key feature in accordance to Mr. Kizuula and Mrs. About for instance. The fact that empowerment can give ranges of benefits both for management as well as employees is also supported by Appelbaum and Honeggar (1998) and in the same line pointed out by Mr. Mbangire, Mr. Mugeere as well as Mrs. Byakutaga amongst others, how the effects of the CRCSM-program has assisted them both in their professional as well organizational role. It is although further indicated that the motives for empowerment must be authentic, and not in order to create legitimacy to the organization (Appelbaum and Honeggar, 1998) and this can also be seen in the reasoning of Ellström through Kock (2010) when undertaking any organizational development. One can therefore argue after seeing the effects that the reason for empowerment and the process of empowerment has been genuine and with the interest of integrating the three P:s in a practical sense. Neher & Natale (1997) points out the importance of taking the context into consideration, and that the way of implementing empowerment must be in symbiosis with the culture of the organization. The implementation of the CRCS-program can be seen to have an impact on the culture itself, as described by Mrs. Byakutaga amongst other previously, and there one can state that it is a dynamic relationship between the two and Neher and Natale contionus on stating that empowerment rightly executed changes the structure but it is not replacing organizational hierarchy, which can be seen has been done in this case; both in terms with the role of the students but also with regards to the role of the teachers as well as management.

King Duvall (1999) points out the responsibility of management with regards to implementing and manage the empowerment process in order to secure that empowerment is being used correctly. It is also highlighted by a majority of the respondents including the students themselves that support from management is crucial in order to succeed both in implementing the CRCSM-program but also for its sustainability. Additionally, it is argued by Smith (1997) that empowerment as a tool to drive learning and organizational and personal development forward. Still, it is under the condition that management gives actual space of action as well as tools in order for employees to move forward. This is also the reasoning on Mrs. Nambalirwa for instance, stating the importance of empowering new teachers when they go in the field and how organizational structure today can be restricting due to work-position and organizational hierarchy.

Born & Molleman (1996) points to the fact that empowerment can be seen on multiple levels, and that a reward system should be carried out in order to support empowerment. In relation to the answers of the respondents, the rewards have been clear both on society-, organizational- as well as individual level when respondents describe the effects of the CRCSM-program. This is also supported by the reasoning of Freire (1975) as well as Dewey (1916) and can be seen linked to an empowerment as well as an increased

space of action. Han, Moon and Yun (2009) states the fact that organizational citizenship behavior is increased amongst members who have been empowered. This can also be seen with regards of the implementation process at Nakaseke Teachers' College and how emphasis has been on creating ownership of the program in accordance to Mr. Mbangire, Mrs. Byakutaga and Mrs. Nambalirwa. The ownership can be seen to increase not only in the implementation process but also for instance with regards to the teaching-methods, where the students are participating in their learning process. Ownership can also be seen as an effect of the increased self-management that is embedded in the organization on all levels as an effect of the CRCSM-program.

## **6. Discussion**

The objective of the following chapter is to draw conclusions in relation to the research questions and the answers of the respondents linked to the theoretical frame. The structure is consistent with the theoretical frame as well as with the analysis, with the aim of facilitate for the reasoning and combination of the three different dimensions society, organizational- and individual level. Moreover, a conclusion and paragraph for suggestions to further research is included.

### ***6.1 Society Level***

#### **6.1.1 Democratical Method Approach in School**

The ideology that class and social structure should not inflict on education and the prerequisites of the same is to be seen as an important element of a society and the strive for democracy and the same can be said about the right to participate, both in the areas regarding one's own education as well as in society seen from a more pro-found-thinking effect. It must be taken into account that in the light of the answer of the respondents, it is a transition as well for students to learn how to participate and a support system must be present in order for those struggling with the change in expectations and responsibilities. First then the effects of the ideology can be fulfilled and taken advantage of for all, hence the importance of high involvement, understanding and ownership of the CRCSM-program which can be seen as a feature of success for the Nakaseke Teachers' College. Providing the students with opportunity but not support of the same can be regarded as problematic and due to the CRCSM-program is resting upon high delegation and self-management also for the teachers, they are crucial in the support system for student participation.

Additionally, the differences in the reasoning of Freire (1975) as well as Dewey (1916) are not the objective of education itself, but the point of departure. I believe that in order to create and achieve the effects and reasoning of Dewey (1916), it must start with the individual itself. I therefore believe of the importance of fulfilling both components; of break the oppression of the individual and the perception of ones limitations as well as minimize the gaps and social structures through education. One can argue that the effects are already shown in what Dewey (1916) refers to the as the small community; the school, where different levels of hierarchy in terms of both teachers and students are creating a subject-subject relationship and the power are being distributed when participation is being promoted. The concern with regards to this effect spreading to a regional level for instance is present and should be acted upon in order to secure sustainability. Even though previously stated that the organization and in this case the school has a dynamic relationship with its context, one can question the strength of it in the formal context of Uganda? Here I do argue the fact that the risk of new teacher graduating from Nakaseke Teachers' College has a hard time applying the CRCSM-program and the features of the same in practice once going out in the field. The importance of more Out-Reach school involvement and participation of the program increases the possibility of affecting the context, and in a setting like the public sector one can believe that

the pressure needs to be even more imposing in order to drive change, than in other sectors. Freire (1975) whom points to the perception of one's environment and the surrounding structure is the only thing limiting the individual, but in the case of the CRCSM-features I believe the obstacles to be real and created by the context. Although the conception of the students themselves are also a factor where they regard their position as constraining. This can also be linked to the typology of the ladder of citizen participation, where the changes of power and distribution of the same can be seen as remarkable different at Nakaseke Teachers' College as an effect of the CRCSM-program. In accordance to the same reasoning, and how the environment can work as constraining or enabling of participation one can clearly see that participation must be allowed by both management and power-holders as well as teachers as power holder to some extent as well, even if the latter can be seem to be replaceable if not acting in line with regulations set by management. One can therefore argue if the highest rung on the ladder is achievable, or to be considered as a utopia? Furthermore, the core of the CRCSM-program can be seen to resting upon divergent goals, where the participation part states the independency of the child and the provision and protection can characterize a dependency of adults. Applied in the context of the school, one can distinguish the power relationship and dependency of the teacher and management in order to protect, provision and allow participation of the student. This is also linked to the reasoning of Freire (1975) and the strive for minimizing the dependency and the power held by others over the students and their affairs. Another dimension in the context of the school is the fact that there is the government that should be considered as a power holder, dictating particular terms. In accordance to the CRCSM-program, this has also been pointed out to be a factor conflicting with the curriculum. Still, even though that has not been the area of research for this study one can see that the possibility of harmonizing the CRCSM-program and the curriculum has been successful at Nakaseke and one can therefore argue the attitudes of the power holders are more constraining. It can also be the same feature that must allow participation, and even if to regarded as not genuine citizen control in all areas, the effects of participation and democratic methods are to be regarded as beneficial on society- as well as organizational- and individual level.

## ***6.2 Organizational Level***

### **6.2.1 Organizational Development**

I state that the success upon implementing the features of the CRCSM-program at the Nakaseke Primary Teachers' College is based on several steps, which all can be seen to be fulfilled. I believe it has been of biggest importance that there has been a supportive management driving the change forward, and one can also see how deeply rooted the previously perception of the student has been and this transition requires a shift in organizational culture, regulations as well as in attitudes and norms. Nevertheless, I'm also pointing to the fact that the CRCSM-program must not only be an elite program, and that another requirement is to create ownership, and this is also a step taken towards the success of Nakaseke Primary Teachers' College, both in implementation and hereinafter. In addition to the transition of the perception on participation and putting the best interest of the child in center, one can clearly see the effects of the CRCSM-program and the organizational development taken place. The fact that the outer context

can be perceived constraining to this transition needs to be continuously addressed and to take further action on. This can be done by numerous ways of action and networking in order to create support and change is one of them. In accordance to Berg (2003) amongst others, the challenges is not only the outer context with regards to the organization structure of the schools, the inner boundaries which can be set by management, works constraining to drive a change like the features of the CRCSM-program with no support from management. Moreover I argue that although Berg points to an empirical research in Sweden; a context differing from Uganda, I state the similarities being in majority. This since regardless of what the limitations or boundaries are set out to be, the ones imposed by government or the outer context are functioning as constraining to the whole of the organization and the ones set by the organization itself also are functioning as constraining to those wishing to change it.

Furthermore, the motive for organizational development can be discussed through literature and one can distinguish a lack for a forth organizational motive for undertaking a program like the one of CRCSM. I argue the need for a development strategy not based on increased efficiency or competitiveness in general but with the intention or motivation of receiving greater society effects. This can accordingly to me be seen in the context of an organization being both an institution as well as an organization, hence mostly in the public sector. Additionally, with the background of the Nakaseke Teachers' College, I state that the effects of undertaking this organizational change has dual effects as with regards of the internal context as well. Increased work-quality, self-management and increased ownership is only a few mentioned. For now, with that stream lacking representation, in accordance to the reasoning of Ellström though Kock (2010) the Nakaseke Primary Teachers' College is closer to the techno-rational motive in my opinion. One criteria not fulfilled on forehand was the increased efficiently in student results, and I believe that the improvement in the same was a surprise to many when earlier strongly believed in the teaching methods of a knowledge being transferred and received, rather that the need for the students of actively seeking the knowledge and participate in their own learning.

## ***6.3 Individual Level***

### **6.3.1 Space of Action**

With regards to effects on group-and individual level, one can clearly see the effects of increased space of action and empowerment at Nakaseke Primary Teachers' College. Students as well as teachers have increased space of action and the self-management has also worked as an empowering process one can state, where the inner environment now ascribes and promotes own thinking and decision-making. Empowerment in this study is being set by positive effects and not with focus on power structures; however I believe it to have been and is a crucial feature of the success of the CRCSM-program. In the reasoning of Freire (1975) and Carlsson (2005) the perceived space of action is also interfering with the actual space of action, and even though not stated in the terms of the concept, one can clearly see that organizational structure promotes space of action to an increased extent than previously before the implementation of the program. The student themselves also acknowledge the differences in how teachers perceive them and their role as students; however one can distinguish a picture of how the role of the student

can be perceived in the field. If that is not correlating with the features learnt at Nakaseke Primary Teachers' College, and the space of action with regards to the role of the new teacher is constraining in implementing that view and at the same time these features are seen as crucial and important of the new teacher, an option in accordance to literature is termination of employment. I stress the fact that the western philosophy might color that view, since the context in Uganda can possess a different view on employment, job-description and work-position, and might be more acceptant of directions and regulations that the western way of work-life. I draw that conclusion on the fact that hierarchy decreases space of action and empowerment in accordance to literature, and one major challenge for sustainability accordingly to the answers of the respondents are the majority of schools in the field not exposed to the CRCSM-way of thinking. Even though students of Nakaseke Primary Teacher's College have been inducted in the features of putting the best interest of the learner in center, one can ask if it is enough to make the students drive a change and if it even possible with no space of action or empowerment from management and the organizational culture? At least it must be a journey that is both time-and energy consuming, and the perception of the new teacher being able to make it happen must be questioned during the way, which also can be seen as an element threatening to the strive for change. The more likely way of action one could argue is instead to be affected of the organizational culture, being inducted by social pressure and seek identity through actions correlating to the organizational behavior. Therefore, one assumption must be that involvement of more Out-Reach schools through the CCT:s and mentoring of the Head-Teachers and management is supportive in order to allow and create an environment supportive of the CRCSM-elements. Only then can it allow new teachers to have an impact on the organizational culture, attitudes and norms, through teachers increased space of action and empowerment beneficial for the transition of the subject-subject relationship that must be a feature of the school in order to create a society, organization and individual that are regarding all humans equal worth and contribution to the same as important and valued.

## ***6.5 Conclusion***

In relation to previous paragraphs and theoretical elements one can state that democratic methods and organizational development require a subject-subject relationship throughout all organizational levels in order for participation to fulfill its cause. Then and only then, one can argue the effects of the CRCSM-program to occur; increased space of action in terms of both perceived and actual boundaries, two-way communication and empowerment of individuals and organizations in specific and of society in whole. This can also be linked back to seeing the individual framed by the organization, and the organization seen framed by the society. With regards to the implementation of the CRCSM-program and the effects of the same, one can argue the fulfillment of all goals and objectives set out by the program however to different extent. In relation to the research questions of this study, one can see that the answers and perceptions of the content, implementation and effects of the CRCSM-program have been shared by both participants as well as rest of management and teachers. The group of respondents to differ the most has been the students, and this can be motivated by the un-packed strategy of implementing the program to the students and their daily affairs. That can be both positive as well as negative, since the students most likely have embraced the features of the program un-packed and in the accordance to Dewey (1916) thoughts of not learn-

ing moral by theory but by practice. However I also argue the vulnerability of doing so when the same students are expected to bring the element of the CRCSM-program with them into the field and in that term also incorporate the features of the CRCSM-program. Either way, it is no question of the students enjoying and benefiting of the roles as active individuals ascribes attributes of action, decision-making and participation. One can also argue that the biggest challenge for sustainability is with regards to the outer context, and that attitudes and organizational culture plays a tremendously crucial role in the implementation phase. Also the context of resources and the lack of it is a threat to the program, but the same can be argued to link back to the attitudes and the role of the students in order to fulfill protection and participation. With regards to provision of the child, that is a hurdle to overcome and not being minimalized in this study, however I state that a shift in the value of education and realizing the extensive effect of the same can possess an impact on that criteria as well. In terms of provision for the materials, the CRCSM- program also finds way of utilizes the resources available and possibilities of the same.

### **6.5.1 Future Field of Research**

As previously debated once can stress the focus to be centered around dual areas in order for sustainability, and an area for future field of research could be in the Out-Reach branch, to investigate views and perception of the CRC of the teachers and how they work with the features in the field when supporting Head-Teachers. Another area of interest could be the departure of the new teachers themselves, to follow-up with graduated students of Nakaske Teachers' College in order to investigate the perception and view on their work-position and the possibility of the same with regards to the CRCSM-program and its features.

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# Appendix

## *Interview guides*

### X.1 Interview Guide Principal Beatrice Byakutaga

#### **The program**

- Tell me about your organization
- The general context, eg how was Uganda working with CRC in general before?
- How was your knowledge on CRC, personal and professional?
- Tell me what you think to be the core of the CRCSM program?
- The three P:s - provision, protection, participation. What do they mean to you, and how has this been relevant to you in the context of Nakasake Teachers College?
- What did you find were the goals initially with participating the program?
- In you “batch”, what was the theme?
- How did it come about for you to participate?
- The process, the initiative?
- Your feelings and attitude towards the program before starting?
- Has they changed now?
- What do you believe to be the strengths of the program?
- What could have been done differently? Did you miss anything in the program?

#### **The implementing process and its effects**

- Tell me about how you implemented the program?
- How were the reactions and attitudes to the program before implementing; after and today?
- What parts of the three areas CRC, Teaching/Learning process and Leadership/Change agents has been hardest to :
  - a)Understand
  - b)Implement
- why? What part has been more easily and how come?
- How has the program had an effect on personal/professional level, organizational level eg teachers, students, regional/ country level?
- The overall challenges and benefits with implementing the CRCSM program?
- Today, has it lived up to your goals?
- Where they any social, cultural, religious nature that affected the implementation?

-Are they are specific needs as you see it in order to secure sustainability of the program?

-Anything I haven't asked about that you wish to add?

Interview Guide Deputy Principal Pre-Service Janet Otukol

**The program**

- Tell me more about your background
- Tell me more about Pre-Service (student councils etc)
- Have you heard of the CRCSM-program?
- Do you know the content, what it consists of?
- The objective of the program?
- Do you know how you present the content to the tutors in Pre-Service, and to the learners?

**The implementing process and its effects**

- How does this college differ from where you have been before in
  - a) Leadership
  - b)Tutors role/learning processes
  - c) students role
- Why do you think that is?
- How does that show?
- What benefits do you see with working this way?
- What challenges do you see?
- What kind of support in the orientation process do you think is of importance in order to succeed?
- Anything you would like to add, that I haven't asked you about?

## Interview Guide Deputy of Out-reach Fredrick Mbangire

### **The program**

- Tell me about you background
- Tell me about the content of CRCSM-program please
- How was the program presented to you?
- Initially, what were your thoughts on it? Has that changed?
- What were the main objectives of the program?
- How did you present the content to you out-reach staff?
- Challenges and benefits with how the programs' content was presented?

### **The implementing process and its effects**

- How where you working before the program?
- How has that changed?
- Tell me more about the implementation process, challenges and easier areas?
- What features made the process fruitful?
- Before the program, what was
  - a) CRC
  - b)Teaching/learning process
  - c) Leadership
- to you and the organization? How was the features integrated in you work?
- How has that changed with the program?
- Which areas has the program had the biggest effects in?
- How do you work with the program now?
- How do you work with out-reach staff showing needs to improve in these areas? And how do you work with staff that are doing very well?
- How do you work for sustainability?
- How about the negatives for the program, do you see any of those?
- To summarize, how has this affected
  - a) you personally/professionally?
  - b) Organizationally - management, other tutors, students
  - c) Community wise?

Anything you like to add, that I haven't asked about?

Interview Guide former Deputy Principal Pre-Service Jane Nambalirwa

### **The program**

- Tell me more about your background please
- Tell me about the CRCSM-program (main content, objectives?)
- Initially, what was your knowledge of CRC? How did you handle these questions practically?
- What were the attitudes amongst staff initially? Now? How does this show?
- Describe how the organization has been affected of the CRCSM-program
  - a)Knowledge CRC
  - b)Teaching Methods
  - c)Leadership on different levels eg management, teachers, students

### **The implementing process and its effects**

- Describe the implementation process. Challenges and strengths? Was there anything that differed the second time?
- How did the students react? Describe the transition process?
- Were there any different reactions/challenges/implementation processes between Out-Reach and Pre-Service?
- Any difference in how Edward Mugeere works and how other Out-Reach tutors work who have not been as much exposed to the CRCSM-program?
- What features are you taking with you?
- Your plans on enrolling it at your new school, your thoughts on the benefits and challenges?
- Features for sustainability?
- Is there anything you would like to add, that I haven't asked about or anything you would like to add to the questions we have talked about?

## Interview Guide CCT Out-Reach Edward Mugeere

### **The program**

- Tell me about your background please
- Are you familiar with the CRCSM-program?
- What would you say to be the main content of the program?
- Please describe your initial thoughts about the same?
- What did you perceive as challenging with the content? Easy?
- How was the content embraced with regards to the teachers in the field?

### **The implementing process and its effects**

- How was the program presented to you?
- Your initial feelings towards the program? Is there any difference from then and now?
- How did you work before the program? What were you told to do differently?
- What were the following areas to you before the program:
  - a) CRC
  - b)Teaching and Learning Process
  - c)Leadership
- If, and in that case how has that been affected of the CRCSM-program? How does it show?
- How did you implement the program in your division? Were all teachers doing it the same way?
- What were the attitudes amongst the teachers in the field? Any change today?
- What kind of challenges were you facing with regards to the implementation in Out-Reach? Differing to Pre-Service in any way?
- Any challenges remaining today?
- How would you handle teachers that have a hard time following the CRCSM-features? What are the hurdles of doing so in your opinion?
- Has the program had an effect on you on a personal level? Organizational wise? How does that show?
- Anything you would like to add?

## Interview Guide Teacher Pre-Service Anthony Kizuula

### **The program**

- Tell me about you and your background please
- Are you familiar with the CRCSM-program?
- What would you say to be the content and objective of the program?
- Do you think you have fulfilled the objectives here at Nakaseke? How does that show?
- What were your initial thoughts about the program? Today?

### **The implementing process and its effects**

- How was the program implemented? How did management present the program?
- How did you work before the program? What were you doing differently due to the CRCSM-program?
- How did your behavior shift?
- What are CRC, Teaching and Leadership to you today? Has those areas been affected by the CRCSM-program? Why, how?
- How did you present the program to the students?
- What were the challenges of the program, for teachers as well as for the students?
- Are there any challenges today? Describe them, any thoughts on how they can overcome?
- What features of support do you perceive as crucial for success?
- How has this affected the organization as a whole? The roles of the teachers, the students, management?
- How do you work with the program today, what features are emphasized?
- Are there anything you would like to add to the interview?

## Interview Guide Teacher Pre-Service Marion Bujjasi

### **The program**

- Tell me about you and your background please
- What is the CRCSM-program?
- The content and objective?
- What were your thoughts about the program when it was presented to you?
- How did you perceive the general picture of the same to be? How come?
- How do you perceive the program today?
- How do you perceive the general picture of the attitudes to the CRCSM-program to be today?

### **The implementing process and its effects**

- How did you work before the program?
- How was the program presented to you?
- What were you expected to do differently?
- What were CRC and teaching to you before the program?
- How would you say it has affected your leadership with the students? Has the overall leadership in the organization been affected? Why, and how in that case?
- What are the challenges with the CRCSM-program?
- What are the benefits with the CRCSM-program?
- What features of support do you perceive as crucial of success?
- Features for sustainability?
- Is there anything you would like to add?

## Interview Guide Teacher Pre-Service Hellen Aboot

### **The program**

- Tell me about you and your background please
- Tell me about the CRCSM-program?
- What are the objectives?
- How were the feelings towards the program when firstly presented? Yours, others?
- How are the feelings towards the program today?
- How was the content presented to the students?
- What do you think their thoughts on it were?

### **The implementing process and its effects**

- How were you inducted in the CRCSM-program?
- How did this way of working differed from your transferring college?
- How was your knowledge of CRC?
- What did you perceive to be the role of the teacher? The role of the student?
- How do you work with the program today?
- How do you handle a student having difficulties transitioning to the features of the CRCSM-program?
- What features of support do you perceive as crucial of success?
- How has the program changed your role as a teacher? Has there been any overall organizational change? How, why?
- Has there been any personal change? How, why?
- Features for sustainability?
- Is there anything you would like to add please?

## Interview Guide Students

### **Children Rights**

- What are Children Rights to you?
- What does it mean?
- How do you think this is relevant to your role as a student?
- How do you think this is relevant to your role as a teacher?
- Have you heard about the three P:s; Protection, provision and participation?
- How do you perceive this to be present in your role as students?
- How do you wish to cater for this as new teachers?
- What challenges and effects to you think comes from fulfilling the three P:s?
- Have you heard about the CRCSM-program?

### **Experiences and norms of behavior**

- What are your former experiences of how a student should act in class?
- Is that differing from your role as students at Nakaseke Primary Teachers' College?  
How?
- When you are graduating to be a teacher, and you are going to respect children rights, what kind of support do you need from your administration, the head –teachers?
- What is leadership to you in your role as students? And in your role as teachers?
- What is the aim of leadership?
- Tell me about your student-leadership and how this has affected you?
- How would you perceive the role of your students when becoming a teacher?
- Is there anything you would like to add?



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