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Child Rights, Classroom and School Management

Change Projects from the International Training Programme Batch 12 - 2010a

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Change Projects from the International Training Programme

Child Rights, Classroom and School Management

BATCH 12
2010a

Change Projects from the
International Training Programme

Child Rights, Classroom and School Management

Final Reports
Batch 12
2010a

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Preface

We would like to thank all change agents in Batch 12 who have participated in the international training programme on Child Rights, Classroom and School Management and contributed with a final report in this book. They have contributed to the initiation of changes aimed at the realization of the intention of the Child Rights Convention in policy as well as in practice in their respective countries; Cambodia, China, Colombia, Egypt, Ethiopia, Indonesia, Sierra Leone, Tanzania, Vietnam and Zambia.

Lund, November 2010

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1. Introduction

In 2003 Lund University Commissioned Education was given the task, after public tender, to create and administrate a programme on "Child Rights, Classroom and School Management" following the provisions and principles contained in the UN Convention on the Rights of the Child (CRC), Sida's development policy on Education and other internationally ratified instruments in the areas of child rights and education. The programme was oriented to target persons holding a position from where they could initiate processes of change in their home countries. During the years 2003-2009 the International Training Programme (ITP) on Child Rights, Classroom and School Management was arranged 11 times with 330 participants completing it. Most of them are still working for child rights in their countries and have formed national and regional networks. In 2010 Lund University Commissioned Education won the contract in a new procurement for arranging the programme twice a year 2010 - 2012 with an option for another two years. In 2010 the 12th batch started the redesigned programme and this book is one of the results.

Programme objective and goals

The overall aim of the Sida International Training Programmes is to contribute to capacity development and processes of change in developing countries by offering key persons training. The ITPs are specially designed for persons qualified to participate in reform processes of strategic importance on different levels and who hold a position in the home organisation with the mandate to run processes of change. In the long-term perspective the programmes should contribute to institutional strengthening and capacity development in the participants' countries.

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

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

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

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

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

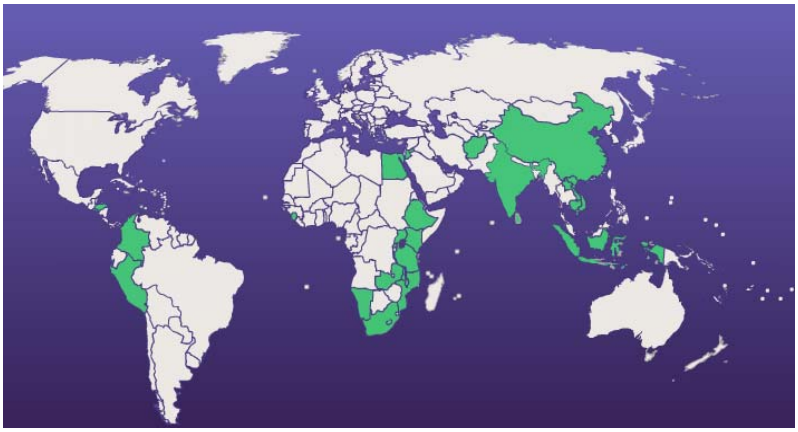


Figure 1: Countries with change agents and initiated change processes as a result of the Child Rights, Classroom and School Management programme

Contents

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

- Policy documents and laws in the subject area related to human rights - CRC, Education for All (EFA) and other internationally-agreed instruments of key importance in this context,
- Key aspects of children's rights to, in and through education and their practical implications
- Democracy in the school and the school's role in society "citizenship", inclusive education and gender equality
- Opportunities to use Information and Communication Technology (ICT) to promote increased quality and increased access to information and knowledge
- Appropriate forms of leadership as well as organizational structures, forms and behaviour and a leaders' role in the various structures
- Difficult situations such as disciplinary measures, bullying, corporal punishment and sexual abuse and possibilities to make a change
- Importance of problem-solving, critical thinking, participatory approach in the participants' context

- Education for Sustainable Development as a holistic approach where social, economic and ecological issues are integrated.
- Quality assurance as a method for continuous development and sustainability of change.

Target Group

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

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

At the local level: headmasters, inspectors and educational advisers who are working with development of methodology and management at school and classroom level in a number of schools (clusters);
At the regional level: officers and trainers responsible for educational activities at the district or province level;
At the national level: teacher trainers, headmaster trainers, staff at institutes working with educational development and at Ministries of Education.
In addition to the above, the programme allows a member of the team to be part of the professional NGO staff working in the field of Education and Human Rights and based in developing countries. A mandatory prerequisite for all is a university degree or a teacher's training degree as well as at least five years work experience. Applicants from the following countries are invited to apply:
Africa: Burkina Faso, Egypt, Ethiopia, Liberia, Mali, Malawi, Namibia, Sierra Leone, South Africa, Tanzania, Uganda and Zambia
Asia: Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Sri Lanka and Vietnam.
Latin America: Bolivia and Colombia

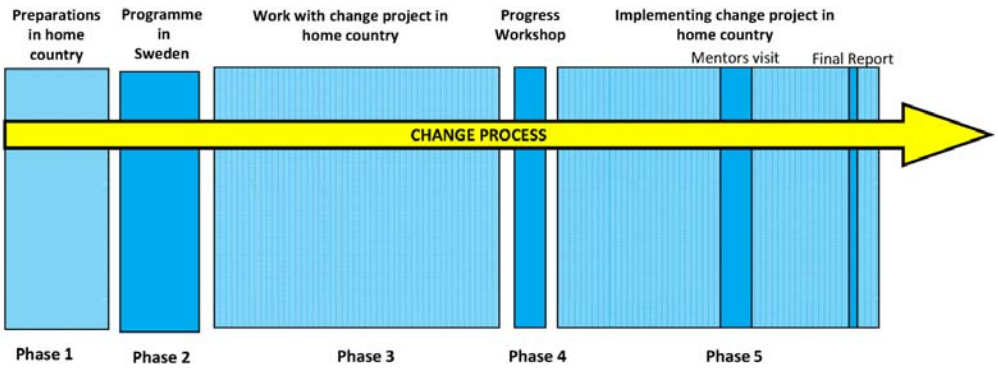
Participants and teams are selected with the thought in mind to optimize the outcome of the course and make the change processes sustainable. Countries are selected to participate on several occasions over the years. This means of participation of different teams from the same country over the years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

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

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

Programme Structure

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



A change project is the frame of the ITP on Child Rights, Classroom and School Management and a process which continues throughout the entire programme. The change project is made possible through teamwork and thus it is of great importance that the entire team is involved in the process and that the project has a high level of practical relevance for each team member. Each team is assigned a mentor who is responsible for supporting and monitoring their work as well as the networking process. Throughout the various phases of the programme, participants will be given tools for developing and implementing the change project and for making it sustainable.
A description of the different phases in the programme for batch 12 will follow.

Phase 1 – Preparations in the home country was when the participants contacted the other team members and former participants in the program. The team began to explore the work and implementation of the Child Rights Convention in their own country. According to assignments given, they also prepared the background information which contributed to the baseline of their change project. (March-April 2010)

Phase2 – Programme in Sweden lasted for approximately four weeks and consisted of child rights studies combined with study-visits to relevant Swedish institutions and different schools. Interaction between the participants from the different countries added to the experience and increased the knowledge gained. The change project, which should have a high degree of practical relevance for the participants and their home organisations, is to be identified, planned and decided on and before the participants leave they submitted a project plan. (May 2010)

Phase 3 - Work carried out in the change project in the home country with regular assistance from the team's mentor. The teams kept close contact with their mentor, the organisations and the stakeholders, and they also submitted a progress report. (June-October 2010)

Phase 4 – Progress workshop in Uganda for 10 days focused on the change project carried out by the country teams. The participants were asked to present their results so far and develop and discuss future plans for applying the programme content in their change project. Visiting former participants' existing projects and organisation were also relevant. The principal idea of phase IV is to give and gain as much as possible from the mentors and the other participants in order to implement the change project. (10 days November 2010).

Phase 5 - Implementing the project in the home country with assistance from the mentor. After phase four in Uganda, follow-up visits have been conducted by the respective mentor in the teams' home countries. The mentor together with the team met stakeholders, agreed on the following steps and also evaluated the project for change. After this visit the teams submitted the final change project reports in this book (November 2010 - September 2011).

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

Book of Final Reports

Final reports from all the participating teams in batch 12 are published in alphabetical order in this book. They represent different approaches to and topics on implementation of CRC with their points of departure in different actual problems in their respective countries. Common to all countries is that they have ratified CRC about 20 years ago. All States have, as a result, formulated laws, policies and programmes aimed at implementation of CRC and strengthening the position of children. However, there is still often a large gap between these good intentions and practice. The change project is trying to bridge this gap.

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

2. Final Reports

CAMBODIA

Child Right Awareness Raising for Stung Treng Regional Teacher Training Center

Seng Sopheak, Vann Rommny, Ngoun Phally

1 Frame of reference

Cambodia is one the poor countries in Asia. Since the country had come cross civil war for many years, poverty and human rights are the most important issues that the government has to deal with. Child Rights implementation at schools is also one of the big issues that we all have to do things about to improve it for our future generation. As a result, in 1989, the Convention on the Rights of the Child (CRC) became the first legally binding international convention to affirm human rights for all children. Since then the Convention has become the most widely ratified human rights treaty in the world. The Royal Government of Cambodia has shown a strong commitment to protecting and promoting the rights of children. In 1992, Cambodia became a party to the Convention and has ratified both of its optional protocols. Since 2001, the school enrollment has been free for every pupils from grade one to grade nine. This is to ensure all children can start school at the age of six and get basic education (grade 9) by 2015, especially children who are from poor families in the rural areas.

In May 2004, Cambodia and other countries from Southeast Asia agreed to promote and develop Child Friendly Schools as an effective way to achieve the goal of Education for All. It is essential to create school environments that nurture the well-being of every child. UNICEF has supported Child Friendly School which focuses on Child Right at schools and helped to build up capacity among teachers at Primary schools in Cambodia.

The Child Right Foundation, which is a local Cambodian NGO founded in 2000 has also implemented CRC in schools. The organization collaborates closely with the Ministry of Education, Youth and Sports Education (MOEYE). The Child Right Foundation has visited all Teacher Training Colleges; RTTC (Regional Teacher Training College) and PTTC (Provincial Teacher Training College) and has been given demonstration lessons and TTC lectures for pre-service teachers and in-service teachers. They provide the TTC with free material and manuals about CRC. Additionally, Teacher Training colleges in Cambodia have one hour per week of CRC in the curriculum.

In May 2010, we were the first team ever from Cambodia attended the Advanced International Programme on Child Rights, Classroom and School Management in Sweden. We have now become Change Agents of CRC for our country. Although, we are from different areas in Cambodia, we have been working together to improve CRC in our environments. Ngoun Phally is the director of Provincial Teacher Training College (PTTC) in Kampong Thom Province, Vann Rommny is a teacher trainer of Regional Teacher Training Center (RTTC) in Stung Treng and Seng Sopheak is a teacher at Pochentong Junior High School in Phnom Penh.
Our project site is in Stung Trung City at the Regional Teacher Training Center (RTTC). We would like to focus all three Ps; provision, protection and participation as general knowledge to all teachers and teacher trainees. Our main target group is the teacher trainees, but we do involve the teacher trainers in our project and will try to raise awareness and focus on their important role as role- models for the teacher trainees.

2 Purpose

There are many problems to deal with at RTTC and there are many things which need to be changed. RTTC is located in Stung Treng Province in Northeast Cambodia. Students at RTTC are from three different provinces; Stung Treng, Rattanakiri and Mondulkiri Provinces.
Some of them are from ethnic minority groups in remote areas. People in these provinces are not living in good condition because of poverty. They are less educated and the communities do not understand the value of education. Besides, there is bullying at schools in these areas and teachers still use corporal punishment towards their pupils.

The living conditions for the teacher trainees at the college are poor. They struggle to have enough food to eat and comfort to study, rest and sleep. Even at RTTC is corporal punishment a problem. Thus, the project of CRC is being set up at RTTC to improve awareness among teacher trainees on the three Ps. The purpose is to change the teaching and learning processes towards a child friendly way. We do

hope that this kind of thinking in the future will change attitudes in local schools and in the communities and in pupils 'homes in remote areas.
To be able to make a difference we have formulate two intended outputs; one for the teacher trainers of RTTC; we want them to change their behavior with the trainees by using CRC within their lessons. And one for the teacher trainees; we want them to apply CRC during school practice.

During this implementation we do hope to see some indicators which will give us an understanding that we are in the right track. We do hope that the trainees are free to express their ideas and also their complaints and that they are more motivated to join in classroom and as well as school activities. Finally we want to see that the teachers and principals at the practice schools notice changes in trainee's knowledge of CRC. These are indicators for short term.

As for long term, we have written down three intended outcomes:

- The Curriculum of RTTC will give more time for CRC.
- The communities in the region and parents have awareness of CRC.
- Trainees use CRC with their future pupils in local schools.

If this comes true we do hope to see some indicators as for example; pupils come to school regularly and fewer classes will be repeated, less drop-outs and parent in the communities stop hitting their children.

3 Activities

During the course in Sweden, we made our project plan about Child Rights to be implemented in our home country. The project was introduced from June to October 2010 in three different places within the country; in Phnom Penh at Pochentong Junior High School where Sopheak is working, in Kampong Thom Province at the Provincial Teacher Training College where Phally is working and finally in Stung Treng at Regional Teacher Training Center in Stung Treng Province where Rommney is working. We have mainly used activities as meeting, workshops and lectures.
Even though our main target group is teacher trainees at Regional Teacher Training Center in Stung Treng Province we started to introduce the concept of CRC at our ordinary workplaces. The last activity in the introduction was held at RTTC in Stung Treng by all of us, and that is also where our project continues with more activities.

After the introduction we achieved as following:

No.	Activities	Achievement	Remarks
1	**Use CRC in lessons by giving more chance to students to share their ideas and always encouraged them to talk.**	▪ Students feel more confident and satisfied with lessons. ▪ Students are pleased to study. ▪ The teacher can easily manage the classroom. ▪ Teaching is more effective.	The activities were done by **Sopheak** at Pochentong Junior High School, in Phnom Penh.
2	**Held a meeting with Student Councils to share CRC and got them to share their thoughts about their rights.**	▪ CRC was shared to student councils so that they know more about their rights and they can also share them to friends. ▪ Respects and non-discrimination of Swedish pupils was shared to students to apply for their daily lives with friends.	
3	**Met and informed the Director of Stung Treng Regional Teacher Training Center of the CRC project which was planned in Sweden.**	▪ Met and discussed with the director on CRC to be applied with lessons. ▪ More time of CRC in the schedule was suggested and considered by the director to request to the Provincial Department of Education. ▪ A meeting with other staff and colleagues about CRC was approved	**Rommny** was responsible for the meeting at RTTC in Stung Treng Province.
4	**Held a meeting with others staff and management team at Stung Treng Regional Teacher Training Center of the CRC project which has chosen the RTTC as its project site.**	▪ CRC concept from Sweden was reported to meeting members. ▪ CRC on participation was shared to colleagues during meeting. ▪ Letter box was approved to create so that teacher trainees can share their ideas concerning teachers' behavior towards students.	**Rommny** was responsible for the meeting at RTTC in Stung Treng Province.
5	**Integrate CRC and other important child-related issues to the teacher trainers to create awareness on human rights as well as child rights:** ☛ **Provide to all teachers to understanding CRC.** ☛ **Get teachers fully understanding child-friendly policy.** ☛ **Provide possibilities to all involved teacher trainers to implement the four rights of the child in the school and in community like:** - **the right to survival** - **the right to protection** - **the right to development** - **the right to participation**	▪ Teacher trainers aware of CRC, child-friendly policy and child rights. ▪ The teachers strive to raise awareness of an ever-expanding the student teachers' way of learning about a wide assortment of issues that are essential to their well-being including their four rights and responsibilities. ▪ A common understanding among teachers about their roles and duties for promoting positive discipline in school.	**Phally** implemented these activities at PTTC, Kampong Thom Province

6	**Train teacher trainees at Stung Treng Regional Teacher Training Center on Child Right Convention in Stung Treng Province.**	Three topics of CRC were presented during the training: • ***What is a child? Relationship of 3Ps (Provision, Protection and Participation)*** • ***Importance of using CRC at school.*** • ***The impacts of corporal punishment.*** -165 teacher trainees participated in the training. -Participants were divided into groups of different areas. The participants discussed about the situation of the children in the places where the live and then they presented the results of their groups. -Participants shared their ideas regarding CRC at schools. -The participants discussed as a whole group and found the impacts of corporal punishment. -Some of the participants shared their positive thoughts on the training and will apply it with their pupils when they have become teachers. -Four participants who feel happy with the training course were quoted that they have gained their knowledge about CRC and will share it to their communities.	The training was organized and facilitated by the three of us: **Sopheak, Rommny and Phally.**

Detail of main activities at RTTC

Introduction to the CRC project

After the training course in Sweden, the first meeting was held on 14 July 2010 at RTTC participated by all RTTC staff as requested by Rommny. The purpose of the meeting was to share the awareness of CRC and the concept of using CRC at Swedish schools to the trainers. During the meeting Rommny showed the participants the project developed in Sweden during the course. She also requested the director:

- to add more hour of CRC in the curriculum
- to organize training on CRC awareness to the trainees
- to organize trainers on children's participation
- to create a letter box

The director approved only on the first and second request at the time as he needed time to make decision on the other requests.

Letter box, a possibility for the trainees to freely express themselves

On 15th July 2010, there was another meeting to approve on requested letter box creation, but the request of adding more time of CRC in the curriculum was out off his hand that the request needs to be approved by the Ministry of Education.
During meeting, the participants mainly discussed on the letter box as following:

- Who is in charge of opening the box
- When to open the box
- How to deal with problems in the letters

Training on CRC awareness raising at RTTC

On 29th July 2010, a short training provided by Rommny to the teacher trainers on children's participation. Representative from Volunteer service overseas (VSO) was also attending the training. She is working with teacher trainers, teacher trainees and teachers from the 6 practice schools as their adviser in questions regarding education.
For the period of the training, Rommny asked the teacher trainers to imagine the time when they were children and what they were asked to do. Then a group discussion formed to discuss on "Why children's participation?" They also discussed the advantages of children's participation on society.

On 19th October 2010, another training was held at Stung Treng Regional Teacher Training Center for teacher trainees, which participated by 165 trainees from three

provinces (Stung Treng, Rattanakiri and Mondulkiri). The training was organized by the Change Agents batch 12.
"What is a child and the relationship of 3Ps?"
The objectives of the presentation:

- Awareness raising on Child Right for the trainees
- Understanding of 3Ps (Provision, Protection and Participation) for the trainees

After the introduction, the participants were asked find out the meanings of "Child" and then discuss in groups of different provinces about the real situation of children in their areas that they see every day. Then they reported their result from the discussion. The situation of the children they presented seemed to be the same even they were in different areas in the country. The participants also felt sympathetic about those children while discussion and reporting. Afterward, the 3Ps of the children was presented, including the relationship to the 3Ps.

During the process of the presentation, there were many question raised concerning the rights of the children, especially the children's participation since it was quite new for Cambodian concept. The participants seemed to be confusing at first with the 3Ps, but they felt clear at the end of the presentation.

"Importance of using CRC at school"

Before going to the main point, Phally introduced herself and the objectives of the presentation.
The objectives of the presentation are:

- Improving the understanding of CRC with teacher trainees and teacher trainers
- Reducing corporal punishment at school
- Developing children's participation at school

After the introduction, she asked the trainees what the main child rights are. The trainees raised different answers for the child rights. Then she showed the experience of CRC implementation at the Teacher Training College in Kampong Thom to the trainees. She also demonstrated the main activities of teacher trainers for effectiveness of CRC implementation.

The main activities are:

- Disseminating CRC awareness among the trainees and teachers at schools
- Mainstreaming of not using corporal punishment at schools
- Participation of children at schools
- Teaching CRC by using child center
- Monitor and evaluate teachers and students' knowledge

The indicators of the activities above are:

- Trainers and teachers at schools have awareness of using CRC at school
- Teachers and trainers are more patient in teaching their students
- Pupils feel confident to show their interest and opinions
- Effectiveness of using CRC at schools

Types and impact of punishments"

First, she asked the trainees to elicit the types, meanings and forms of punishments. The trainees raised different answers and then she showed the proper answers and got the trainees to compare their answers.

The types of punishments are:

- corporal punishment: hitting, kicking, forcing to work hard, using tools
- mental punishment: bullying, careless

Then she got the trainees to discuss on the impact of the corporal and mental punishment as in small groups. After the discussion, they reported their result for the workshop. Rommny gave conclusion of the result of each group after the reports, afterward she asked the trainees if there are punishments in teaching and learning whether the pupils participates in the activities of the lessons and schools. And what should we do to get pupils to be involved in the lessons as well as schools activities. The answers from the trainees are teaching without punishment, but encouragement is important for the pupils to be involved.

Mentor's visit

2nd March 2011-7th March 2011 (appendix 1)

On the 4th of March we had arranged a meeting at the RTTC with the Deputy Director, teacher trainers, VSO staff and the next three change agents for batch 14. The Deputy Head opened the meeting and gave background information from 1984 and forward. He described the Curriculum and pointed out CRC and Inclusive Education. We presented an overview of the international training programme, the progress report and the Cambodian power point presentation that was showed in Uganda at the following up seminar. Then we had a discussion about corporal punishment that involved everyone.

The next day we had a meeting with eleven teacher trainers and the three change agents of batch 14 at RTTC. The purpose was to have a second workshop with the teacher trainers on the content that the teacher trainees already have had. Sopheak started with "What is a child?" Phally followed with the importance to use CRC in schools and especially at teacher training collages. Mr. Chhon (batch 14) gave a short speech about participation. Our mentor led a discussion about corporal punishment. In the afternoon we had a workshop with 160 teacher trainees from first grade at RTTC. It was arranged by Rommny, Phally, Sopheak and Mr. Chhon. Rommney started with a vivid lesson about the importance of CRC. Then Sopheak talked about corporal punishment and positive discipline. Mr. Chhon talked about participation. These teacher trainees are in first grade and haven´t encountered the concept that often yet. The last activity was to form groups of students and let them suggest different ways to use CRC in classroom management.

On 7th of March we visited the practice schools of RTTC; Krompreah Primary School and Aknuwat Primary School. We followed the lessons held by both teacher trainees and ordinary teachers. The visits included meetings with the headmasters. Both schools had established an organization with school and class organization including pupils, parents and teachers. All the teachers at Anuk Wat Primary school have been trained by Child Rights Foundation, the local NGO located in Phnom Pehn.

4 Results

After the training of teacher trainees held in July quoted some trainees about their feelings of the training and what they will do with their pupils once they become a teacher.

Pon Sokheng, from Rattanakiri

"…I feel very interested in the CRC. Since became a teacher trainee I understand the child rights and when I become a teacher in the future, I will not use any punishment which might hurt my students because it makes them feel frightened and ashamed. It also makes them stop coming to school and not participate in any activities. I will not condemn my students what they do wrong, but will encourage and praise them to do the right things. I will also share the concepts of child rights to my communities and parents who know less about it…"

"…This training is very important to me. Because it makes me understand more about child rights and what children should have. When I become a teacher, I will disseminate the CRC to communities and parents so that they will understand more about their children's rights…"

Mony Vutha, Mondulkiri

"…After this training, I have gained more knowledge about child rights and understand the value of it. When I become a teacher, I will not use corporal punishment with my pupils and I will also disseminate the value of child rights to people in my community so that they stop abusing and neglecting their children..."

During the term of the project which implemented in three different areas, we have managed to finish the activities of our project plan. Based on the communication with the school principles where the teacher trainees practice their teaching, the teacher trainees have understood and use CRC in their lessons by encouraging their pupils to do things instead of punishment. The trainees perform well and are able to give good examples of CRC management. Headmaster of Anuk Wat Primary school has pointed out that he was surprised how well educated on CRC this year of teacher trainees were. Further observation, there is no corporal punishment at RTTC since the letter box was created, but there is still some bullying used by some teachers.

5 Discussion and reflections

Even we have managed to implement the activities of our project; we still have some challenges which were observed during the project implementation as it is the first project for Cambodian team. We have some following challenges:

- A few of teacher trainers are still use old methodology in teaching, teacher-centered
- Families and communities have not yet participated
- Some teacher trainers change the attitude and behavior slowly
- The RTTC leaders less participate in the problem solving with letters from the letter box
- The change agents have not enough authority to get the leaders to be involved in the implementing CRC and dealing with the problems in the letter from the letter box
- Students do not feel confident with their problem solving from the school leaders

6 Way forward

On 13th August 2011, meeting with batch 14 at RTTC to discuss on the project of batch 14, progress report and presentation be developed for the following workshop in Malawi, October 2011. Participants of the meeting where:

- Seng Sopheak, CRC Change Agent batch 12
- Vann Rommny, CRC Change Agent batch 12
- Chhon Chheang, CRC Change Agent14
- Suey Vongsy, CRC Change Agent14
- Vann Bopharam, CRC Change Agent14

During the meeting that morning, batch 14 reported their activities in the project and then discussed on what to be input for the presentation in Malawi. Regarding the preparation of the presentation for the workshop, Sopheak suggested using what batch 12 had already done at RTTC such as the outcomes of letter box to put as a result of batch 12 since we have observed that some teacher trainers have changed their behavior towards their students after the letter box created. Then they agreed on this idea.

After the discussion on the presentation, the group talked about what needs to be presented for the trainees in the afternoon.

That day on the afternoon, there was a meeting between CRC change agents batch12 and batch 14 and teacher trainees. The meeting lasted for two hours and was presented by the change agents as following:

- importance of using child right in class
- importance of formulizing student councils at RTTC
- importance to form a network of CRC Change Agents in Cambodia and network of Student Councils at Regional Teaching Training Centers

List of References

Unicef (2007) Implementation Handbook
Unicef (2006) Manual for Child Friendly School
Verhallen, Eugeen (2006) Convention on the Rights of the Child: Background, motivations, strategies, main themes London

Appendix

Program for Mentor's visit
2nd March 2011 arrival of mentor and visit at Child Right Foundation and the Swedish Embassy, Phnom Penh
3rd March 2011 travel to Stung Treng
4th March 2011 morning: visit RTTC staff, deputy director, VSO representative and the next team of Batch 14

Afternoon: field visit in Hangkho Soun Village (home based national programme for mothers and children)
5th March 2011- morning: visit at RTTC staff on the Education System in Sweden
Afternoon: visit the teacher trainees and held workshops
7th March 2011- Schools visit at Krompreah Primary School and Aknuwat Primary School, the practice schools of RTTC, meeting with pupils, teacher trainees, teachers and principals

CHINA

Students' Participation in Class and School Management

Li Jingxia & Jiang Shuqing

Frame of Reference

As a developing country in the world, China signed the *Convention on the Rights of the Child* in 1990, and ratified it in 1992. The Chinese government has been focusing on the children's rights, such as the right to education, to participation, to life and so on according to the CRC. Inner Mongolia autonomous region, located in the north and northeast of China is a national minority area taking Mongolians as the main body.

All children in China aged 6-7 are asked to go to school to receive the free 9-year compulsory education and the actual entrance rate for school aged children has reached over 96 percent in Inner Mongolia. In recent years, the new curriculum aimed at changing teaching content and methodology from teacher-centered class to student-centered class is being promoted by the government. Our region has been carrying out the education reform. As for students' participation, individuality and creativity, the reform provides open spaces and opportunities for implementing CRC; meanwhile CRC will assist the success of New Curriculum Reform.

Though teaching reform has begun for several years, schools in Inner Mongolia, due to its slow progress in economic development, remain quite conventional.

Some teachers teach by teaching experience, and they are used to the role of teaching, so it is hard for them to change teaching attitude and methods in a short time. What's more, some teachers have no sense of research and have little research ability. They are puzzled when given the opportunity to do the research individually. They tend to give blind speeches and stick to their own teaching plans, paying little atten-

tion to students' thoughts and thinking process. It is necessary to provide students with more opportunities to participate actively in class activities.

Schools stress on marks required in College Entrance Examination and are weak in school management. Some arrangements seem rather fixed or impractical. Besides, most concentration is put on intellectual performances of students. There is much left to be done about improving students' attitudes towards their studies, arousing their interest, training their strong will in overcoming difficulties during learning process and developing creative and originative thinking in solving problems.

Students concentrate most of their attention on gaining high marks in exams, in hope of entering a key university and getting away from the less developed hometown. They ignore their personal development in sports, arts, singing, acting and so on. Their everyday life seems to be dull, only studying from morning to night.

Most parents focus more on students' study than on other qualities such as personality, self-confidence, individuality and so on which we think are more important in students' development. They hope their children can have a bright future by working hard and entering famous universities. Therefore, they often urge children, usually the only child in the family, to work hard on subjects, regardless of children's feelings or interests. They even argue with or scold their children for not trying their best to study.

In class, some students still prefer studying alone, seldom discussing or co-operating with their classmates in an efficient way. They are just lost on how to help or work together with each other effectively.

The head teacher is burdened with keeping the order of the whole class (on average 50 students), while each student just cares about their own business, paying little attention to the class management. It seems that it is teachers' duty to maintain the discipline and hygiene of the whole class. Students' only work is to study.

Purpose

Our project is aimed at motivating the students to participate actively in school and class management as well as their studying. Through our efforts, students can have a different and better situation of studying or learning in classroom. Child rights in the classroom through participation can be developed. Students learning attitude is active and voluntary. There are more respect between teachers and students in class. The students have more freedom and learn in a friendly environment.

Methodology

Our team has been working with this common purpose and the same methodologies in 2 groups/locations: in Affiliated Middle School of Chifeng University (group A) and in Ningcheng Senior Middle School, Inner Mongolia, China (group B).

Group A

Location: Affiliated Middle School of Chifeng University, Inner Mongolia

Phase 1

After coming back from Lund, LI Jingxia began to carry out the plan and chose class 1 grade 1 of Affiliated Middle School of Chifeng University as the experimental class. There are 45 students in that class, 31 boys and 14 girls, the average age is 12--13. More than half of their parents are rural workers, 20 students parents' are vegetable labours nearby.

Activities with teachers

A seminar with the head master and teachers of the experimental class was hold to get to know the current situation of the students and their families, as well as the teaching method and their knowledge on CRC.

From the discussion we realized that the teachers have little knowledge about CRC. Only several of the teachers, less than a half, have had the awareness of children's rights, like no punishment in class and encouraging the students to study actively. Unfortunately, most of the teachers, with or without the awareness of children's rights, do not know how to change the current situation and show their respects on the right of child in classes and the school.
After we explained the CRC, especially the items related to us school teachers and educators, they all showed great interest and expressed that it is valuable and meaningful to make some changes based on CRC.

The discussion was very energetic and passionate. The teachers said that the teaching and learning method they adopted is the conventional method in China which is regarded as the passive teaching and learning method. In class, teachers stand in front of the classroom, facing the students to give his\her lectures whilst all the students will stare at the teachers, take the notes and try their best to remember the content after class. Large amount of homework and examinations are used to check how much of the knowledge the students have appreciated. These teaching methods not only lead the students to be sick of study, but also lead the teachers to passive

working attitude. The teachers have to do a large amount of works besides preparing and giving lectures, such as checking the homework, designing and correcting the exam papers. Furthermore, teachers are always disappointed for the efforts were in vain or with unsatisfied effect. Some of the students copy other's homework or cheat in the examinations. In that case, the teachers cannot make the accurate judgment of the standard of the students. The students never asked questions in class, so the teachers are not able to know whether the students have any difficulties on their studying or not. As a consequence, teachers and students are losing their enthusiasm and interest.

The teachers also listed the difficulties in reforming the teaching and learning method.

Firstly, the old teaching method is extremely hard to change because it was carried out for a too long time that everyone--not only the teachers but also the students -- are used to it.

Secondly, the students in this class are the students who have less self-discipline. The teachers worried that it is riding with a loose rein if the students are given too much freedom. No punishment may also lead the students to be emboldened to do the bad things.

Besides, allowing students to express their opinion freely may mess up the teaching plan which is under the control of local education authority.

Although we were facing many difficulties, the teachers were very supportive and eager to have an experiment in teaching reform in their class with our guiding.

We hold another meeting to discuss the solutions in details. We decided to divide the students into several groups and sit around the table. After presenting the key points of each lesson, teachers will ask the students do discuss with each other what they are learning. Then, one or more students in each group can speak for the whole group on their difficulties and understanding of the knowledge they learned. The students should elect a head of each group who takes charge of the organization and discipline of the discussion.

Activities with students

We had classes with the students and chatted with them after class. We found, just like the teachers told, more than the majority of them were behaving good, some of the students participated in the class. Instead of listening to the lectures carefully, those students whispered to others or disturbed others by taking the stationary or pulling the hair or poking at others and so on. We also saw students eating snacks

while lectures were given. When teacher asked the students to answer the questions, most of students could give the reply immediately, but a few of them were very shy and halting when answering.

After class, we asked the students why they didn't pay attention to the teachers speaking. We guessed that they must have appreciated the key points of the courses. However, they told us they do not wholly understand the points and they were not able to tell the reason either. They said they just could not help doing so because they were boring in class and do not know what to do.

Activities with the parents and students

We hold a student's-parents meeting which invited all the students, parents and the class teacher. Some of the parents failed to attend it as they are rural workers.

Most parents and students know nothing about CRC. We indirectly asked some questions about CRC such as the right of privacy, right to development, right to rest, right to free speech, etc. We found that many of the children's rights are highly respected, such as right to development, right to rest, nevertheless the parents and teachers didn't do good enough on supporting children's interest and view. Punishment was often used when children made mistakes or was undisciplined.

After the conversation, we asked them to do a survey about CRC at home and bring it back by the students on the other day (due to the absence of some parents). There were two sets of questionnaires with questions of the same objective but different description handed out respectively to parents and children. The questions were designed neutrally and indirectly so that we could receive true mind and real facts.

Survey

There were 44 valid questionnaires in each set. The subjects of the first set of questionnaire were parents who are mainly around 40 years old with the education background of middle school or high school. The subjects of another set of questionnaire were students in this class who are around 12-13. The number of the boys is twice of the girls. The questionnaire consisted of 10 multiple-choice questions regarding the attitude of parents and students on children living and studying at home. We aimed to discover the true mind on children's rights and real facts of their family environment.

The majority (84%) of the students will communicate with the parents but would like to keep a little secret. 55% of the parents will peep at their child's diaries, letters or short messages when they think the children still keeping part of the truth after communication. 41% of the parents state that they will never read children's diary without permission.

Chinese people prefer boys to girls in ancient times. This traditional idea lasted for thousands of years and also exists nowadays, especially by people of rural area. We were happy to see that both parents and children consider that the boys and girls are treated equally in their family.

When parents think they blamed the children wrongly, 34% of them said they will certainly apologize to their children, and 55% of them will make an apology according to the situation. For children's part, most of them (67%) state that they will talk to the parents calmly when parents are wrong.

The answer to whether the children should obey their parents completely is nearly the same from both parents and children. Most of them consider that children could have their own opinion and not to obey the parents completely.

In recent years, children are forced to attend kinds of training classes to learn instrument, painting, and calligraphy or something. One of the reasons for parents to do so is that they want their children to realize their own unfulfilled wish. Fortunately, most of the parents indicate that the children are free to choose their own dream. What moved us a lot was the answer from the children. 84% of the children express that they would like to help their parents to make their dreams come true although their own dreams may be different from their parents.

As to the children's hobbies other than studying, 55% of the parents will support if the hobbies are worth to be supported or able to afford. 30% of them will completely support the children's hobbies and 16% think children should put full energy into studying and they do not support any other hobbies. Children's feedbacks on their parent's behaviour are almost the same. The percentages of the three choices are 50%, 32% and 18%.

When children have their own opinion, the respond of the majority of parents is to respect and take it seriously 44% will respect all of the suggestions raised by children while as well as 48% will take children's idea seriously in most cases. This fact is admitted by children that the data shows the percentages of the children who chose these two choices are both 43%.

About children's right to rest, the figure is interesting. 11% of the parents give the children full freedom of managing their time, nonetheless no child choose to play as much as they can. Half of the rest of parents and children regard the period after finishing homework is the free time. Another half of parents and children think children should concentrate more effort on academic studying and reduce the time to play as much as possible.

About punishment when children did wrong, the largest amount (54%) of parents said they never punish the children but to talk to them followed by 41% of the parents who will punish children as the case is serious. Another 14% will punish the children by all means. Children's' respond is a little different from the parents'. The biggest amount (48%) said their parents will punish them when they made big mistakes. 39% of the children said their parents never punish them, whereas the statistics of this choice stated by parents is 54% as mentioned above. From the ways of punishment we asked children to list, beating and physical punishment still exists.

Results of phase 1

From the survey and conversations with teachers, students and parents, we made following conclusions: Teachers are aware of the importance of children's rights and are trying to change the current situation. They are going to give the students more freedom and respect in class and school. They are also tending to encourage students to learn actively and voluntarily. Students are willing to work hard and not to disappoint the teachers and parents. They want to learn in a harmonious environment and receive the patient and efficient guide at school and home. Parents also realized children's rights should be respected. Parents' responsibility is not only feeding the children and paying their tuition fee, but also helping them to cultivate the wholesome personality so that the children should be raised up in a healthy and inspiring family environment.

Discussion and reflections of phase 1

In taking these consciousnesses into implement, we are facing some problems. Many of the students in this class are not well disciplined. If freedom is given and teachers and parents are restricted by "no punishment", what should we do to keep them away from bad habits? As adult, especially the parents who are doing the heavy physical work, it is hard for them to control the temper when seeing the children's poor performances. Parenting education needs to be addressed. Teachers are used to the conventional teacher-centred methods in which the class is easier to control. In the new group-discussing method, it is hard to solve the problems like when to start a discussion, how to manage and stop the discussion, how to get the efficient result from the discussion and how to avoid students chatting about the matters which are irrelevant to the topic.

Phase 2

Ms LI brought back the new idea from the guidance of our mentor Per and after communicating with other change agents in Uganda. Before the beginning of the

new semester, LI Jingxia held the meetings with leaders and teachers of class 1, grade 1 in Affiliated Middle School of Chifeng University. We planned to change the conventional educating mode into Effective Teaching Mode and adopt the Group Cooperative Learning method in class.

Instruction of Group Cooperative learning method in the junior experimental class:

Before class

Students are asked to do the preview before class. In this section, they should do the evaluation after reading, preview notes, preview homework, complete the "sheet of leading questions" and try to evaluate the questions on the sheet.

In class

The students are the main body of the learning and the teacher became the tutor. The huge change of the roles in learning provides enough rights for students in learning and can greatly motivate their learning initiative for everybody is encouraged to do the presentation on the stage to present your understanding of the knowledge or information from the text as a teacher. In this section, they are also asked to complete two sheets—"question-raising" and "question-practicing".

After class

Students should do the review after class. They should rethink and summarize the knowledge learned in the new unit and write them down; evaluation of the reviewing is also needed.

What should teachers do?

Teachers should convert the attitude from a teacher to a tutor, a guide, or a "captain". Before class, teachers should give a full-scale evaluation of the new knowledge module and the students; design the teaching plan, three sheets ("leading questions", "question-raising" and "question-practicing"). In class, teachers will record the class performances of the students when they are doing the presentation and then, focusing on the problems, explain and conclude the key points and make more efforts on the slower students. After class, teachers are also required to do a review on the students' performance and the achievement of the learning and teaching, check whether the result is as well as they planned.

Class meeting for the establishment of learning groups

All the students in the class formed 6 study groups which contained about 8 students in each group. Everyone in the group holds a post of the "head of the subject" according to his/her interests and strong points. The responsibility of the head is to supervise the group members on their discipline in class and help them on their studying of the certain subject. A group leader is elected for each group.

The class meeting was hosted by a boy and girl without disturbing or instructing by teachers or other adults. In the meeting, each group went to the stage with the leading of the group leader and took an oath. Each of them introduced themselves and their post in the group. They told everyone how they would perform in the group cooperative learning and what responsibility he/she would take as a head. The students said that they would work hard on their own study, meanwhile, try their best to help others, particularly on the subject he/she is charge of. They also announced that they would be responsible to their duty of being a head. Then, the leader of the group announced the name of the group. A type of plant, like bamboo, cactus and sunflowers which represents the spirit of the group was held in the leader's hands. After that, all the members in the group sang the group song together—also represented their spirit and wish. A shared vision and slogan were also shouted out together by the members.

Class meeting for discussing the problems found in group cooperative learning and the solutions

After a period of implementing the group cooperative learning, we found it is really a good way for the students. Yet, of course, there are several problems found in the process of adopting the new learning mode. We asked the students to discuss and conclude the problems they found and write them down as well as their opinions on solutions.

The problems can be summarized as follows:
Cheating; Poor class discipline; how to deal with the group members who chat in class; someone have snacks in class; as the rule of presentation of rotation, everybody are given the equal rights to do the presentation. But only certain students will do or can do well in it; how to encourage the students who is dull and negative to be active and participate voluntarily; how to correctly use the books with answers of the exercises and so on.

Most of the children's suggestions of solving these were worth to be taken seriously. All of the students indicate that cheating is absolutely wrong. They should not cheat and should stop others to cheat. They also presents that cheating is not only due to the bad habits but may also due to the cheaters are not able to work out the exercises. In that case, helping them on their study and making clear of the difficulties on their study is the essential solution. Many students said that a reward and punishment rule should be made to prevent the students from bad habits and poor class performances and encourage the students to take part in the class and independent study by a reasonable reward. As to the using of the answer book, they think students should firstly learn by themselves, preview the text and think actively, ask questions and try to find the answers themselves. Then, if there are still some difficulties or incomprehension, they can open the answer books to see what the correct answer is and why they didn't understand.

Results of phase 2

By adopting the group cooperative learning method, the positivity of learning of the students is greatly aroused. From the names of the learning groups, like "miracle", "sun of tomorrow", "elite team" and so on, we can see their vitality, enthusiasm and determination.

From the class meetings, especially in the problem founding meeting, we were excited and moved because we found that these children in teens are no longer the little children we thought. They can solve the problems logically. Their solutions are given clearly and most of them are reasonable and practical. In this way of studying and class meetings, the students feel more that they are the masters of the class and are more active in class.

Although teachers are required to do much more work and are burdened much more responsibilities than before, they are happy to be in the new teaching method and are delighted when seeing the changes of the learning attitude of the students.

Discussion and reflections of phase 2

The difficulties found in the new method are not completely solved and the new ones may be come out in the days after. Some of the teachers are still feeling it is hard to control the atmosphere in class and keep the regular timetable of syllabus.

Further Implementation of CRC in Chifeng University

MA Jingxin, a participator of this project who helped LI Jingxia in activities in Affiliated Middle School of Chifeng University, found that the group cooperative learning method is not only a good method for children but also suitable for the adults at universities in learning English.

Ms MA is a teacher in Foreign Languages School, Chifeng University who is teaching English major students on integrated English. This course is a basic course for English major students in their first two years to improve their language capacity from all aspects. When she was doing the research in the Affiliated Middle School of Chifeng University, she found the group cooperative learning method can bring active learning atmosphere and raise learning enthusiasm. What's more, this method can help students to learn from each other and help each other. She believes this method can also be used in college classes and did a lot of experiments in her class.

There are 37 students in her class with the age around 18. She asked the students to sit in groups of about 6 students and made sure each one can clearly hear each other in the same group. The method made very good effect on learning pronunciation, writing, and class discussion. When teaching pronunciation, she would first demonstrate the correct way and go around to every group, ask students to do the practice, point out the mistakes they made and ask the students who can pronounce well to help others to correct the mistakes. When teaching writing, she would ask the students to exchange the compositions and correct the mistakes in pencils of other colours. Good sentences are also required to be picked out. In this way, students can learn from others' composition and know how to express in different ways, how to make perfect sentences and what problems may occur in their own writing and be aware of how to avoid the similar mistakes. As for class discussion, it is out of doubt that sitting in groups is much better than sitting in a row and face to the blackboard. The problem is as same as we found in middle school class that you cannot make sure that everyone will participate actively and learn efficiently.

Anyhow, group cooperative learning method is a good method worth to be extended to all levels of education. Listened to Per's advice, MA will continue doing the experiment and apply this new method on more aspects of her teaching and propose other teachers at the university to accept and implement it.

Way forward

We will keep going with the effective teaching system and group cooperative learning mode. The problems in teaching and learning should be found and dealt with in time. Further experiment will be conducted both in middle schools and universities. We will try to find opportunities to communicate and discuss with teachers and educators in other schools and cities, exchange the information and experience and endeavour to promote the new teaching and learning system. We believe that the future of the New Curriculum and new teaching and learning system is bright. Children's rights will be respected indeed in school life.

Group B

Location: Ningcheng Senior Middle School, Inner Mongolia

Phase 1

In 2010, Ms Jiang Shuqing, the second Chinese change agents in batch 12, went to Lund University in Sweden and received the training on CRC. When she returned to her school, she reported - according to the project plan which was made in Lund - to the principal and the teachers and advised the school to study and publicize CRC. Later, her school administrated the study and publicity of CRC in combination with the actual management of her school. Her principal said, "The most important thing to implement CRC is to change the notions and take action." Her school created favourable environment for the students' happy growth. So far, a lot of work has been done with the support of her principal.

The student-centred education

The student-centred education is deepened and the students' development is promoted. The student-centred education is an education to create a teaching environment of democracy, harmony, and stress-free and put the students in the main position and make the most of selectivity, initiative and creativity of both teachers and students to promote the students' all-round development. The student-cantered education is implemented in many aspects:

1. The student-centered teaching. The aim is to advocate and promote the change of teaching and learning, to encourage and support the independent study, cooperation study and exploration study and strive to push the process of classroom instruction to common development and joyful life to teachers and students.

2. Student-centered sports and arts. Her school carries out active independent choices and self innovation activity (students choose sports and arts events : basketball, ping-pong, track and field, badminton, football, dancing, musical instruments and so on, and the students can effectively build themselves up.

Sports and arts festivals

With the better understanding and implement of CRC, students enjoyed more and more opportunities to design their own study and individual development. Those students who are good at sports or arts found the sports meeting this year more exciting, which was renamed "the sport-and-art festivals" and held on September 28th-30th. They no longer sat there still to act as just audience watching on. They were able to find various ways to enjoy themselves in the festival. The most important, the festival was planned, organised, judged, and awarded totally by students themselves, without being interfered by teachers.

Singing, Speeches & textbooks plays contests

Those who are talented in singing, giving speeches and acting also benefit from the implement of CRC. Contests are held in a row in Ningcheng Senior Middle School, namely, English Songs Contest, Chinese Speeches Contest, English Textbook Plays Contest and Chinese Textbook Plays. They are really a feast for eyes and ears, and teachers were delighted to find their students so talented. "The Necklace" by Senior One, "Merchant of Venice" by Senior Two, and "Teahouse" by Senior Two proved rather popular.

Student-centered management.

The school advocates and encourages "democratic class management and independent daily affairs." Sport-and-art festival is managed totally by students themselves. By implementing student-centred education, the students' rights of participation and development are asserted/preserved and their all-round development is promoted. According to CRC, class discipline is required in effective teaching. Students need appropriate discipline at different levels. With senior students teachers must be stricter than junior students. After the term began, the first class meeting was held and made rules for the class by themselves, which, undoubtedly, can help teachers manage the class easily.

Staff meeting

After listening to Ms Jiang's report, the principal held a staff meeting, at which all the teachers in the school learned about the rights of children in education in general and are advised to improve the relationship between teachers and students by being more patient with students and providing students with a more democratic learning

environment. Two months later, Ms Jiang made a survey and found that students were able to learn in a more effective way. Ha Lin, an 18-year-old boy in Class One, commented that he enjoyed learning in class this term better than last term, especially in Chinese and English.

Accommodation supervising council

As a result of Ms Jiang's efforts to ensure students' rights in Ningcheng Senior Middle School, the students union has been given more opportunities to supervise daily activities of the school. Apart from monitoring the three exercises----break, eye-protection, mental-health exercises, the members are granted the rights to supervise the quality and prices of dishes in the several dining halls located in the campus. Therefore, students now feel more secure about the food and are ready to put forward suggestions on how to improve the accommodations of their school. Even the parents and communities spoke highly of the modern management and expressed more confidence in Ningcheng Senior School.

Parents meeting

Parents meeting will be held after the Middle Term Examination in November, during which parents are not only informed of the performance of their children but also the importance of dealing with teenagers equally and respecting youngsters and their rights in determining their own study and life. Parents, who used to find it hard to communicate with their son or daughter properly, can gain a lot from CRC, thus can help them solve the problems of generation gaps. They can even advise other parents to change their attitudes towards their own children by making friends with them so as to become more helpful parents.

Group work/pair work/daily report

In her English classes, pair work and group work are often used to make students feel more secure and less anxious. When students work in pairs or groups, they also have more opportunities to speak and practise their English. While they are doing pair work, the teacher will walk around the classroom, listening, instructing and assisting them when necessary. If the students enjoy dealing with their academic challenges, they will find themselves making rapid progress and gaining more confidence in their ability to learn language.

Communication

Mailboxes to principals have been started. Students may write directly to several principals to express their true feelings, thoughts and suggestions about their study and school life without giving their own names.

Phase 2

After coming back from Uganda, Ms Jiang Shuqing wrote a detailed report and completely reported the program in Lund and Uganda and her views/feelings. It was as long as 9 pages and she handed it to the principal. Her principal read the report carefully and knew that she learned a lot and did a lot. He also promised he would continue to give necessary support.

She had training workshop for all the English teachers to change the attitude and teaching methods. Since then, most of the English teachers often voluntarily visit each other's classes to learn others' advantages and develop themselves. During June 21st to 22nd, mentor Per visited her school and attended several classes. As can be seen in observations and interviews, great changes have taken place. All the teachers showed respect to the students and used the new teaching methods. They were friendly and smiled brightly. The students enjoyed the new ways and participated in class actively. The mentor thought highly of both teachers and students.

In the past, the headmaster forbade the students, especially Senior 3 to hold New Year celebration. But as for 2011 New Year he allowed all grades to celebrate. The teachers thought highly of the decision. Ms Jiang joined one of the classes in the party. The students sang, danced, played crosstalk, ate the cake together and took photos. She was glad to see they relaxed themselves completely. When they came back to school, they devoted themselves to studying.

She selected some main items of Convention on the Rights of the Child and had them printed. Later, the copies each were distributed to the teachers so that teachers can know some detailed contents of the convention. Besides, all the students each got one copy to get a general understanding of their rights of provision, protection, development and participation and so on.

Now the parent's council, which consists of about 12 persons, is set up and the parents can participate in the school management. The parents have been performing their rights.

Her school establishes a multi-help system to ensure the students enjoy the right to receive education. The "Assistance Foundation" helps the students with financial difficulties: some students are granted free tuition and 30 students can have free meals. There is Mental Health office and the major teacher gives Psychological class and guidance to solve the problem of psychological and mental health. Her school has carried out "100 teachers visit 1000 families" activity to learn about the children's real psychology and behaviours in order to help correct the ill behaviour timely. Regular safety education activities are done in her school. For example, regu-

lar earthquake or fire drill is held. Safety education courses are given and after-school instructors are invited to make speeches.

A parent meeting is held to ensure that parents learn about children's rights. Thus parents know how to communicate, direct and act in a wiser way.

Teachers of other subjects more or less change their teaching methods according to CRC principles and show more respect to students' rights. Through these efforts, the convention has received recognition from both teachers and students, and has positive effects on their teaching and studying.

Results

Our project plan is aimed at motivating the students to participate actively in school management as well as class management and English learning. Now we can see that both teachers and students are actors and most of the students are actively involved in the class and school activities. Besides, the teacher tries to instil a love of learning in students and stimulates their interest.
As a result, students find it a pleasure to sit in class, asking questions, discussing or even arguing with their teachers. Students prefer the student-centered class, not merely because it is fun, but because it can make the knowledge permanent. More important, it can develop their creative mind and learning ability. Student-centered classes are more natural and more interesting ways of obtaining knowledge and developing themselves. They not only make learning active and enjoyable, but also enable the students to learn how to find and solve problems themselves.

Discussion and reflections

Students in this period very much like to prove themselves and be independent. So they just hide their opinions and feelings, not open their hearts freely.
The examination-centred environment has a great influence on students. Some students prefer to spend more time on study rather than participate in the activities organized by class and school. They think it is a waste of time doing that.
There are a large number of students in each class (about 50-55), so it is hard for the teachers to supervise every student and give all the students face-to-face instructions.

Way forward

1. Continue to implement some successful activities. Usually they are popular with students, such as sports & arts festival, textbook plays, English song competition, and exploration study. Moreover, we will try to create some

other forms of activities to build the sense of cooperation and self-confidence, for example, Christmas Party.

2. Give the class council more instructions and space in class management. By organizing more activities by themselves, they can experience more pleasure and success and train their abilities. For example, they can design and organize how to celebrate Father's Day, Mother's Day or Teacher's Day to learn to be grateful.
3. Strengthen publicity and education in implementing CRC work and popularize CRC knowledge in society and families as well as in the school.
4. Continue to maintain children's right as usual and help them grow up in a healthy and happy environment.
5. Have training workshops for all the teachers to change the attitude and teaching methods. Teachers' smile and the students' active participation can then be seen in the classes of all subjects.

Common conclusions and reflections

With the help of our mentor Per, Mr SUN Baijun, headmaster and teachers of *Affiliated Middle School of Chifeng University*, as well as leaders and teachers of *Ningcheng Senior Middle School* and all the members and implementers, the project was going very well and smoothly. We have basically completed the initial plan of the project and achieved our goals. In our experimental schools, the awareness of children's rights is deeply influencing the teachers, students and their parents. In class, teachers changed their conventional attitude and turn to a role of a guide, facilitator, supporting helper and friend. The enthusiasm of students was stimulated. They actively participate in learning and school management. Student-centered principle is fully reflected in the progress of our project. Meanwhile, the new system and methods drew much attention from more educators and experts and these methods and attitudes are now trying to be more widely applied in teaching students of various levels and ages in our schools as well as other schools in Chifeng City. We will do our utmost to carry on this work of significance to propaganda the importance of children's rights and promote the education revolution into a larger scale.

LI Jingxia & JIANG Shuqing

18th August, 2011

COLOMBIA

"Recognizing cultural diversity in classrooms"

Andrea Jaramillo Contreras, Marcela Jaramillo Contreras and Juan Camilo Gaviria Betancur

1. Frame of Reference

1.1 Introduction:

Children of marginalized and vulnerable sectors in Colombia composed mainly by internal displaced population (IDP´s), children of ex combatants, and victims of the violence in general, once arriving to capital cities do not receive an adequate education that enhances their cultural roots and memories that were left behind abruptly in their cities of origin. This is why, these children do not receive enough tools that stimulate or reassure his or her identity recognition. The consequences are mainly, loss of sense of belonging and lack of respect for diversity.

It is important to clarify since the beginning how the project will address the concept of heritage, and how this concept will relate to the respect of child rights. Heritage recognition may contribute towards the improvement of communities living conditions and above all may generate scenarios of tolerance and peaceful coexistence. The symbols that represent our territory have become crucial in order to enhance our sense of belonging and to mitigate the negative impact of the country‘s internal conflict. In this sense, heritage recognition constitutes a priority and a vehicle towards peace.

Students of Superior Normal School of Quibdó. Chocó. Colombia 2008.

In this sense, the idea of this methodology is to facilitate the recognition and value of children´s tangible and intangible heritage (in most of the cases left behind in their places of origin) that also allows the recognition of local heritage (new cities were vulnerable families arrive), and the result of this interaction. When understanding heritage as something that is in permanent construction and not static, we can see how daily an emerging heritage is taking place by the confluence of new and local inhabitants when sharing a same territory but with different customs and believes.

When UNESCO introduced in 2003 the intangible world heritage convention[1]; the perception of heritage began to broaden. In this sense, material heritage was understood as something which has no value without the relation between people, territory and their cultural manifestations.

Only until 2007 the World Heritage Committee[2] recognized the meaningful involvement of human communities as a pillar of sustainable heritage that can be passed on from a generation to another. This implied the recognition of intangible values strictly attached to communities (believes, religion, symbolic, spiritual etc).
Despite these advances, cultural heritage has been taught in schools of Colombia as something linked only linked to material or tangible objects, usually in a monumental scale (palaces, estate buildings, and churches) and not referred to the spirit of places given by the communities who live upon them.
Furthermore, it is important to understand how cultural heritage can be a vehicle to strengthen the respect of child rights. In this sense, the Child Rights Convention´s article 29 evidences this relation: *"The development of respect for the child, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own"*3. Colombia as a state member of the Convention of Child Rights, adopted by the Assembly of the United Nations the responsibility to mobilize efforts to assure that children´s right to participate actively in society is respected.

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1 Convention for the Safeguarding of the Intangible Cultural Heritage 2003.
http://portal.unesco.org/en/ev.php-URL_ID=17716&URL_DO=DO_TOPIC&URL_SECTION=201.html
2 31th session of the Committee. Christchurch, New-Zealand. 23 June - 02 July 2007.
http://whc.unesco.org/en/sessions/31COM
3Child rights convention. http://www.unicef.org/crc/

Children indigenous community of the Nasa de Pitayó, (Cauca) – Colombia.

In addition the importance of cultural diversity recognition was also addressed by UNESCO´s Universal Declaration on Cultural Diversity by affirming: *"Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature: In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations"* (Article 1)[4].

1.2. The 3p's in CRC: provision, protection and participation

The global Child Rights Convention involves the following main subjects:

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4 UNESCO´sn Universal Declaration on Cultural Diversity. http://www2.ohchr.org/english/law/diversity.htm

Provision: refers to the access that all children should have to food, shelter, social security, health support and education. It means all basic needs they should have in order to develop themselves adequately.

Protection: refers to all forms of child exploitation and cruelty, arbitrary separation from family, and abuses in the criminal justice system. It is related with all abuses that children are submitted when not receiving adequate protection related of their integrality such as social support.

Participation: refers to the possibility to be part in all forms of opinion and inclusive decisions inside of society. Also the option to promote their rights and defend their points of view. The participation means the child's freedom to express opinions and to have a say in matters affecting his or her life. As capacities evolve, the child shall have increasing opportunities to take part in the activities of society as the decision to create their life project.

The understanding of culture relays mainly to notions of values, knowledge, beliefs, and rituals (among others) passed by generation to generation through grandparents, parents, teachers and society. This is how children have the right to participate in the safeguarding and defense of these values by being part of a culture that promotes the interchange of ideas and respect of values and social principles. By exercising the right of participation and protection of cultural identity, exploitation and other forms of abuse and negligence may be avoided.

In this way, by promoting the participation of vulnerable children in the construction of a collective identity among other children arriving under same circumstances will play a crucial role in order to reassure their identity and respect for others and the access to a good quality of life.

1.3. CRC Articles, international and national legislation related to the project

The proposed methodology exposed in this project is based in the following national and international legislation:
International legislation:

- Child Rights Convention: Article 29 (see above) and the fundamental principle of non-discrimination that affirms: *"No child should be harmed in any way for reasons of race, creed, color, gender, language, caste, status at birth or have some type of disability. Freedom of association and right to integrate, to become an active part of society in which they live"*
- *UNESCO Convention for the Safeguarding of Intangible Cultural Heritage* (2003): this convention is focused in the safeguard of intangible cultural

heritage of communities of state parties of ONU manifested in: *"oral traditions and expressions including language as a vehicle of cultural heritage, performing arts, social practices, rituals and festive events, knowledge and practices concerning nature and the universe and traditional craftsmanship" General Provisions* (Article 2).

- *Goal No 1 of the Millennium* Goals: Eradicate extreme poverty and hunger[5]
- Article 7 of the Human Rights Declaration: *"We are all equal in the eyes of the law and are entitled without any discrimination to equal protection of the law. We are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination"*[6].

National legislation:

- The Congress of the Republic of Colombia approved the *Child Rights Convention*, adopted by the Assembly of the United Nations the 20th of November of 1989. Colombia was able to adopt this convention through regulation number 12 on January 28th of 1991[7]. Since then, this law demands the nation to respect and carry out what was established by the Assembly.
- *National Law of Culture (397 / 1997):* which establish the norms over cultural heritage, promotes incentives to culture, and creates the Ministry of Culture[8].

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5 Millennium Goals. http://www.un.org/millenniumgoals/
6 Human Rights Declaration. http://www.un.org/en/documents/udhr/
7Regulation number 12 on January 28th of1991.
http://www.alcaldiabogota.gov.co/sisjur/normas/Norma1.jsp?i=10579
8 National Law of Culture 397 of 1997:
http://www.elabedul.net/Documentos/Leyes/1997/Ley_397.pdf

Traditional game for children. Sierra Morena School. 2011

- *The Law of Cultural Heritage (1185 / 2008)* which modifies article 4 of the General Law of Culture of Colombia 397 of 1997, which promotes the protection and safeguard of cultural heritage of Colombia.[9]
- *National politic for the safeguarding of Intangible Heritage (2008):* which regulates the safeguarding of intangible culture heritage of Colombia?[10]
- *Intangible cultural heritage decree (2941 / 2009),* which modifies partially the General Law of Culture of Colombia 397 of 1997 modified by law 1185 of 2008, which sets the guidelines for the development of the Special Plans for the Safeguarding of intangible cultural heritage.[11]

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9 The Law of Cultural Heritage (1185 / 2008)
http://www.elabedul.net/Documentos/Leyes/2008/Ley_1185.pdf
10 National politic for the safeguarding of Intangible Heritage. (2008)
http://www.culturande.org/textos/03_politica_salvaguardia_patrimonio_cultural_inmaterial.pdf
11 Intangible cultural heritage decree (2941 / 2009) http://www.mincultura.gov.co/?idcategoria=26047

- *National Law of Education (115/1994):* based on the principles of the National Constitution concerning the right to education for all individuals with freedom of teaching, learning and researching.[12]
- *National Law of Childhood and Adolescence (1098/2006):* ensures the proper development of children, girls and adolescents to grow within a family and community in an atmosphere of happiness, love and understanding. Article 30 of the Law mentions the right of children to be recognized, respected, and to promote knowledge and experience of the culture to which they belong.[13]

1.4. Baseline

Over 41.5% of Colombia´s total population is children; this means that 16.800.000 inhabitants are less than eighteen years of age. 6.5 million do not reach their basic needs and 1 million of them live under extreme poverty conditions. Three million children do not have access to health services, two million are employed and 1.5 million do not have access to education. The main causes of scholar desertion are attributed four main factors: bad economic situation (53%), issues related to Colombia´s internal conflict and violent displacement (33%), bad infrastructure of educational establishments (21%) and girls who get pregnant or married (21%).

12 National Law of Education (115/1994). http://www.mineducacion.gov.co/1621/articles-85906_archivo_pdf.pdf
13 National Law of Childhood and Adolescence (1098/2006) http://www.cinde.org.co/PDF/codigo-infancia-comentado.pdf

The General Law of Education of Colombia (law 115 of 1994) and the Law of ethnic minorities of Colombia (law 70 of 1993)[14] states that indigenous and afro descendant population have the right to receive education from an ethnic perspective, which means, to receive education based upon the basis of culture, language, and tradition. Nevertheless, children of ethnic minorities lack a proper educational system that is based upon their own culture and realities. The alarming statics mentioned above reflect the lack of respect for the right to children's education. In this sense, reality has shown that few teachers have implemented ethno educative pedagogies and those teachers who don't belong to the same ethnic community were they teach are not able to strengthen the local intangible heritage of ethnic communities.

Unfortunately, the children of minority and vulnerable groups do not receive the proper education to reinforce their cultural identity. In addition, this population is the highest to be forced to mobilize from their places of origin due to the armed conflict. In this way, vulnerable children, besides not living in their context, do not receive an appropriate education that stimulates, strengthens or reassures identity process and respect of cultural diversity.

Bogotá has become the main receptor of vulnerable family's product of the internal ongoing war since the past fifty years. More and more people migrating from their places of origin come to Bogotá to escape death threats and to start building a new future. Thus, the city is for many, the possibility of a new life that offers the choice of a place where they can find a productive and economical activity strong enough to generate resources to access basic services and decent housing.

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[14] Law of ethnic minorities of Colombia (law 70 of 1993).
http://www.google.com.co/search?q=LEY+70+DE+1993&hl=es&spell=1&sa=X&aq=f&aqi=g7&aql=&oq=

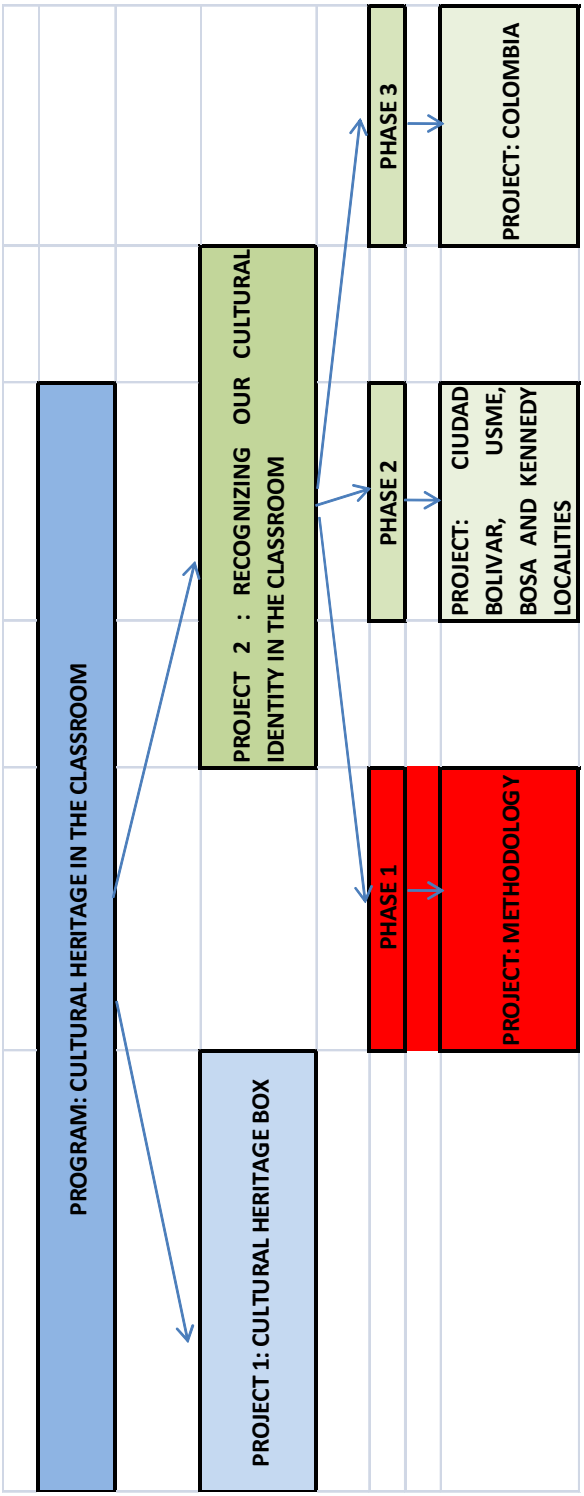
According to the records of the Consultancy for Human Rights and Displacement CODHES, dating from 1985 until August 2002, about 480,000 people (i.e., 23% of the total internal displaced population in the country), arrived to Bogotá[15]. This figure has risen dramatically over the past years, evidencing that the localities of the city of highest reception of vulnerable population living in poverty are: Ciudad Bolivar, Kennedy, Bosa and Usme.

1.5 Where we are now

1.5.1 Structure

The Program: *Cultural Heritage in classrooms* is composed by two projects: the "Cultural Heritage Box" and "Recognizing our cultural identity in classrooms". The first project has been completed in association with the Ministry of Culture, the Ministry of Education, the Mayor´s Office of Bogotá and the support of the Association of Superior Normal Schools of Colombia and the Swedish International Development Agency. The second project is composed by three phases. The first phase is presented in this document and has been developed with the support of the Swedish International Development and Cooperation Agency (Sida). The implementation of phase two and three will be developed in the following semesters.

[15] http://www.codhes.org/


PROGRAM: CULTURAL HERITAGE IN THE CLASSROOM
PROJECT 1: CULTURAL HERITAGE BOX
PROJECT 2 : RECOGNIZING OUR CULTURAL IDENTITY IN THE CLASSROOM
PHASE 1
PHASE 2
PHASE 3
PROJECT: METHODOLOGY
PROJECT: CIUDAD BOLIVAR, USME, BOSA AND KENNEDY LOCALITIES
PROJECT: COLOMBIA

1.5.2 Background

Project 1:

Name of project: Cultural Heritage Box[16].

Objective: Strengthen notions on territory, community, memory, and construction of nation that contributes towards tangible and intangible heritage recognition by didactic material with language suitable to facilitate children´s comprehension on cultural heritage, the importance of maintaining cultural roots alive and respect for others among tolerance of cultural differences.

Implementation: During the year 2008, 137 *Normal Superior Schools* in Colombia received the material. These schools, managed by the Ministry of Education of Colombia are run under a unique modality in the country which is called:"trainers of trainers". Consequently, pupils are trained to be teachers and to transmit to their future students what has been learned over the years in classrooms. This is how these Educational Institutions are known to shape future teachers in their regions, contributing to improve the educational system in areas (in some cases) affected by internal conflict and difficult to reach.

Impact: 290 teachers and 25.000 students were trained in the use and application of this pedagogical tool.

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16 See more in: http://www.mincultura.gov.co/?idcategoria=5808

Evaluation: During the year 2009, the project undertook an evaluation period with the intention to measure the impact of the tool once the teachers of the Superior Normal Schools had implemented it in classrooms. This evaluation gave the necessary feedback to identify the strengths and weaknesses of the tool in order to improve its methodology and built the next phase with the input given by the evaluation.
Method of evaluation: Survey assessment applied to 48 Superior Normal Schools of 14 regions of Colombia.

Lessons learnt:

a) Governmental entities should involve and seek participation of educational institutions in the construction of any pedagogical methodology tool, in order to incorporate a holistic perspective, which allows the material to sustain itself based upon true local dynamics.
b) It is a priority to strengthen the process of identity recognition of children who have been forced to move from rural areas to large cities because of the ongoing armed conflict of the country.
c) Establish strategies within the Institutional Educational Project (PEI) to assure that cultural heritage is taught in classrooms. The material should suggest to the educational institutions the option to be incorporated in the PEI, for example through transversal projects, classroom projects, school competences and curriculum etc.
d) The tool was best applied in primary and taught by social sciences and art teachers.

Teachers of the Normal Superior School of Quibdó. Chocó. Colombia, taking the training about the Heritage Cultural Box. 2008

2. Purpose (Intended Output & Outcome)

Project 2

2.1 Purpose:

Develop a methodology to teach in concert with students from primary grades and social studies teachers of Sierra Morena School, a pedagogical tool for teaching cultural heritage in the classroom. (See appendix 1)

Cartography of Ciudad Bolivar By Group students of Sierra Morena School (2011)

2.1.1 Intended outcomes & outputs:

- Build jointly with 12 students of the morning batch from the Educational Institution Sierra Morena, a methodology for the teaching of cultural heritage, through 5 workshops, linking heritage as a way to promote child rights. The chosen 15 students have diverse backgrounds and have arrived from different areas of Colombia.
- Involve 4 teachers of social studies from primary level, in the creation of the pedagogical tool through periodic interviews.
- Create a strategy to assure that the pedagogical tool can be inserted in the PEI (Institutional Teaching project) with the support of the educative community.
- Seek international cooperation and private sector economical resources for the implementation of the Project.

3. Methodology (Activities)

3.1 Methodology:

To create an appropriate methodology it was necessary to acquire sufficient information about the social dynamics inside Sierra Morena Educational Institution by observing and inquiring about the interaction between children during classes, breaks and after school, and also by understanding the socio economical conditions of the neighborhood where the school is located.
In order to involve teachers, coordinators and headmasters in the construction process, it was convenient to start by finding out the difficulties they face in their daily work with students, and if they consider teaching heritage a vehicle that can promote scenarios of peaceful coexistence. (See appendix 2)

Workshop 3 with the students of Sierra Morena School.
2010

Our next challenge was to implement with a group of 12 students from the Educational Institution a series of workshops that would demonstrate the way how children react and their level of motivation when taking part of the activities. It is important to stress out that the activities implemented were coherent with the context where students live in order to identify their family structure, their background, and the conditions of their neighborhood. With this input we were able to obtain a base line about the concepts children have towards cultural heritage and identity and how teachers teach this subject. In this sense, since the begging our intention was to build a participatory tool.

3.2 Target area:

The locality Ciudad Bolivar in the south of Bogotá where Sierra Morena Institution is located has around 570.000 inhabitants. The population is cataloged to have low income and a high rate of crime and violence. The main jobs of the population once arriving to Ciudad Bolivar are based on operative duties such as factories and informal jobs that will assure a minimum wage in order to survive.

3.3 Focal Group:

We developed nine workshops with a focus group of 12 local and non local students that arrived from different regions of Colombia victims of internal conflict, between ages 8 to 12 and teachers of social sciences. In this sense, they have all had different cultural backgrounds and views about their context, families and reality.

4. Results (Actual Output & Outcome)

Taking into account the information obtained in the mentioned activities developed with the students, we found different behaviors depending on the methodology used.

Related with the activities which required theoretical bases, we found that children did not have a participative attitude. It was evident that they did not feel confident with the concepts, nevertheless, in some ways, they tried to link them with personal experiences. When this happened in a group exercise they tried to help each other finding a solution for the task, but in some cases a small number of students remained with a passive attitude towards the activity, instead a bigger portion of the group evidenced a very active approach and were curious to ask questions to the teacher conducting the activity. When they faced a game involving competition they just wanted to win and most of the times they forgot about the objective of the activity and the purpose of the activity was not fully reached.

Workshop 9 with the students of Sierra Morena School. 2011

Another methodology we used was the use of life experiences, in this case we observed children highly motivated and anxious to express their experiences and the

impact they had in their life. They were also motivated to socialize their background and talk about their region or place of origin. When we implemented this exercise by working in teams and writing their life experiences, they were more reserved due to the fact they had to present in front of their classmates what they had written, nevertheless, it was clear they felt more comfortable when they helped each other, taking into account they share similar experiences.

When we made up a story that intended to refer to their background and read it out to the students, we realized that they were able to link their own experiences with the stories that were being narrated, and at the same time they did comparisons with their own life. (See appendix 3)

We could see in the development of these activities more enthusiasm and appropriation of the concepts by the students when talking in a relaxed manner about their life and their contexts; it was clear they enjoyed remembering where they came from and the friends they used to have and were forced to leave behind. Also, some of them enjoyed talking about the costumes of their towns and how they spent a day.

Taking account these results, we concluded that the best way to sensitize about the importance of cultural heritage and identity, was through experimental learning, which represents the possibility to link concepts with their background, culture, family, friends, neighborhood and the daily school experiences.

5. Discussion and Reflections

Why the methodology is cartography:

In a context such as Sierra Morena School were children from all corners of the country meet after (in many cases) violent episodes have forced them and their families to abandon their city of origin, memory plays an important role in their everyday life. They may recall images from their past or build their own upon, for example parent's stories on how life was in the country side before arriving to the city. These images interrupted by violent actions may have a strong load of nostalgia or sadness, determined also by the adult's impotence to return. In most homes in Sierra Morena these memories constitute their most valuable heritage, not from a material or palpable point but from an intangible approach rich in myths, costumes and beliefs.

Cartography of Ciudad Bolivar By Oscar Daniel Rios Sepulveda (10 years old) 2011

Based on the notion that heritage is a collective construction that is permanently being renewed by experience, memory in Sierra Morena homes constitutes a powerful tool to relive those symbols that were attached to the place they were forced to leave. Memory is then a way to experience and maintain collective heritage alive.

Daily situations with family, friends, teachers, and neighbors all taking place in physical scenarios: home, neighborhood, school, football field, parks etc, constitute children's daily meeting places, this is where eventually affection and social ties will be formed giving place to the construction of collective symbols, in many cases represented in types of food, meeting places, ways to dress, beliefs, etc. This is what is known as emerging heritage.

Such varied cultural backgrounds of Sierra Morena´s inhabitants have joined and combined when sharing the same territory. This confluence will eventually give Sierra Morena unique qualities in the physical and mental spaces of its inhabitants. New cultural practices will develop to form a collective and shared heritage.

Taking into account the complexity that arises when different cultures meet, the respect for cultural diversity may be at risk. Beliefs, customs and ways of interaction can prevail among bigger groups who have come from the same region in the country who share a similar culture over smaller groups or individuals. This scenario calls for innovative proposals and methodologies that achieve and promote respect towards cultural diversity, especially for children who are the most fragile to lose their cultural roots by prevailing culture. The proposal/methodology must facilitate an atmosphere of collective construction of new symbols, references, and customs. This atmosphere must be ideal to promote democratic participation without fear of discrimination.

Workshop 5 with the students of Sierra Morena School

In this sense, by the use of social cartography we may be able meet a methodology that allows a proper understanding of territory through life experiences and day to day situations. This type of cartography is based upon a participatory approach that implies respect of opinion and beliefs and a tool to promote social transformation through a community based approach. The most convenient method of social cartography is collective mapping. This process unleashes relations between the participants and may evidence different cultural backgrounds until reaching a common and collective image of the territory. The process implies debates, discussions, ability to listen, conciliation processes, and most important to find opportunities in what can be identified as negative aspects of the territory. Originally the concept of mapping was attributed to professionals in architecture, urban planning, and heritage professionals among others.

Social cartography does not only relay on mapping, it can also be complemented with workshops, walks, games, visual representations and interviews. It is done by groups taking in mind they have a greater value not as an individual exercise but as a collectivity.

In this sense, taking in mind the importance that memory plays in a context such as Sierra Morena, mapping out the territory collectively in three different stages will promote the identification and respect of cultural identity, it will give the necessary tools to understand their present and culture as a result of the confluence of diversity, and finally visualize or imagine the future.

As mentioned before the concept of heritage identification will not be necessarily seen based upon historical values but, rather, on the public-space, shared-space qual-

ities that will be mapped. Historic, aesthetic, and authenticity values have been the conventional and prevailing way to measure heritage, nevertheless, the methodology proposed will consider symbolic, social and intangible assets of the space. Unfortunately, social cartography finds its detractors in the minds of those whose approach to the complexity of a territory is strictly scientific and mathematical. Social value also includes place attachment aspects of heritage value. Place attachment refers to the social cohesion, community identity, or other feelings of affiliation that social groups have (whether very small and local, or national in scale) derive from the specific heritage and environment characteristics of their home territory. (2009 Lecture for the Master World Heritage at Work)

- Mapping my past:

Elaboration: Children, parents and relatives
Aim: to release cognitive information about the past by mapping my house, my neighborhood, my city, smells, nature, landmarks, people, and places where I play, friends and family. These identitarian elements when given shape in a map can reinforce sense of pride.

- Mapping my present: community participative approach

Elaboration: Groups of children from different cultural backgrounds
Aim: Through the experience of public spaces the city is perceived as friendly or aggressive. The idea is to find out those elements today that enhance the sense of belonging of the children to their territory, evidencing the child – environment relation. The collective construction of this map will identify symbolic and representative spaces that constitute the emerging heritage of its inhabitants through a spontaneous walk in the immediate context of the school. In this particular case, by the experimenting the territory, thoughts of on how the children appreciate or reject their territory will be shown when finalizing the activity.

- Mapping my future: Sierra Morena 50 years later

Elaboration: Groups of children from different cultural backgrounds
Aim: When imagining our context in the future we are exercising our memory by taking elements from the past and present into a future and imagined context. The selection process of these elements affirms the existing children's attachment to a place and their will to maintain them alive. It is important through this stage also to identify the new elements the children imagined their territory will have, this may evidence what is lacking in the present and be taken as an opportunity to improve.

Appendix 1

6. Way Forward

Cartography of Ciudad Bolivar By Group students of Sierra Morena School (2011)

The following phases are expected to be reached:

Phase 2: Recognizing our cultural identity in classrooms" in the localities of Ciudad Bolivar, Kennedy, Bosa and Usme in Bogotá.

Objective: Implement the project: "Recognizing our cultural identity in classrooms", in the localities of Bogotá that evidence the highest rates of students in vulnerable conditions, as product of the internal conflict, to strengthen their cultural roots and respect towards cultural identity. These localities are: Ciudad Bolivar, Kennedy, Bosa and Usme in Bogotá.

Implementation:

- Train 150 teachers from public schools in each of the four localities chosen in the area of social sciences in the implementation and application of the pedagogical tool.
- The training workshop will be held in the following public schools (capacity for workshops)
- The contents of the workshops will be:

a) Background of the pedagogical tool: the cultural heritage box
b) Concepts of memory, nation, territory, community and identity
c) The importance of social cartography to understand cultural identity in the territory by mapping the past, the present and the future.
d) Method to train other teachers in the use of the methodology.

Phase 3: "Recognizing our cultural identity in the classrooms of Colombia"

Objective: to train teachers of public schools of the seven regions in the country most affected by the ongoing armed conflict in the use of the pedagogical tool that reassures and strengthens cultural identity among students.

Target Group: Teachers and students of the regions of Colombia: Antioquia, Arauca, Bolivar, Cesar, Arauca, la Guajira and Sucre, affected by massacres product of the armed conflict.

Projection: This project, it is expected to be developed in 2013

7. List of References

The project will take into account what is established in the following International Conventions from a theoretical point as well as successful experiences when dealing with children and identity.

- The CRC -article 29 manly-
- The Goals of the New Millennium: Objective 2 and Objective 3
- The World Heritage Convention 1972
- "Heritage in the Hands of the Youth" by UNESCO
- The Intangible World Heritage Convention 2003
- Operational guidelines established by UNICEF
- International NGO´s (Save the Children, GTZ, Terre de Hommes, OXFAM, OIM, USAID, Cooperazione Italiana).
- The second level of research to support our project will be national politics, plans, programs and projects. The main idea is to link the project to ongoing process and to other educational and cultural practices that might be under construction or implementation in the country.
- National Constitution of Colombia of 1991
- National Plan of Development of Colombia
- National Plan of Culture of Colombia
- National Plan of Education of Colombia
- Law of Education 115 of Colombia
- Law of infancy and adolescence 1098
- Law of Intangible Heritage and Tangible Heritage
- Law of citizen participation and social recognition of our heritage (under construction by the Ministry of Culture).
- Cultural Heritage Box "Bitácora del Patrimonio" by the Ministry of Culture referenced by Heritage in the Hands of Youth project by UNESCO.
- Ongoing projects of past batches "Child Rights Classroom and School Management"
- The Third level of research and as frame work of the project will deal with the district level. It is important to insert and to coordinate the project to ongoing district projects. This will assure coherence, sustainability and continuance of the project.
- District Board of Heritage and Culture.
- District law of Childhood (under construction)
- District Plan of Development
- IDEP – District Institute for Education Investigation and Pedagogical Progress.
- Final document of DISTRIC EDUACTION FORUM (June 2010)
- NGO´s and Foundations that support the CRC at District level.

- The fourth level of research will deal with the local level. It is important to know specifically the context of the School were the pilot project will function.
- Local Development Plan
- PEI – Institutional Education Project

Appendix (e.g. Questionnaires, monitoring plan)

Appendix 1: Intended Outputs and Outcomes

MONTH	ACTIVITIES	OUTPUTS	INDICATORS	OUTCOMES
June	Analysis and Revision of Framework documentation and the project Arrangement of appointments with Head Master and Directive Board of selected school	Diagnosis and state of the art of documentation selected for the project Approval of appointment	The CRC is mentioned at the international, national, district and local level policy documents. Number of telephone calls and attempts to arrange the appointment.	Identification about different ways of understanding the cultural heritage inside of schools through the revision of framework. Agreement with the headmaster to have the meeting and explanation about the project.
July	Preparation of the presentation for the meeting with the director of the school Meeting with directive board and head master to present the intention of the project and presentation of the CRC (First visit to the school)	Consolidate a strong presentation that will show the importance and relevance of the project to the school Presentation of the impact of the project will have in the school	1 Number of headmasters and principals that assisted to the presentation of project. 2. Level of motivation and participation of assistants during the presentation.	We show our presentation to the headmaster and two teachers in the institution, focus in the main goals we want to reach. We arrange and coordinate the sessions that we will have with students and teachers, and also we receive a feedback from the teachers.
August	Mutual agreement between headmaster and agents of change to implement project in the school	Feedback of headmaster of the school related with the presentation done in July	1. Number of observations submitted to the change agents by the head master. 2. Depth and pertinence of suggestions related to the context, the school curriculum and the child needs in school.	-Coordination with the headmaster about the implementation of the project inside of the school -We saw students of different regions of Colombia and during the break we realize that they had good communication and respect between each other. They have different kinds of games between girls and boys, but at the same time they use aggressive behaviors with some girls and between boys. -The infrastructure of the schools is deteriorating, It does not have the space and the conditions to receive around 300 hundred students; at the moment they do not have water every day, these situations difficult the adequate conditions of the bathrooms. Despite it, they have a bog restaurant inside of the school, where children can have either breakfast or lunch with the adequate hygiene norms. During the classes the students show respect to the teacher and follow their instructions.

September-November	Application of the strategies to do a diagnosis about the knowledge and interests of student for the creation of the cultural identity methodology	Recognize the way how the students are more motivated with and the strategies to use in the implementation of the methodology.	Workshops, photos, list of assistance	We could understand more the way how students understand their culture identity and the pedagogic tool to motive them to learn and practice more their immaterial heritage.
uary - March	Organization of the project and the strategy to the creation of the methodology	Creation of a participative methodology about culture identity in children	Project	We could create an appropriate methodology for children to promote their culture identity inside of classrooms
May-June	Meeting with the headmaster and review of the advances	Adjust of the project according with the school dynamics	Project	We could adjust the project taking account the point of view of teachers
July	Meeting with the children and socialization about the advances of the project	Adjust of the project according with the children appreciations	Photos	We could adjust the project taking account the point of view of children
August	Socialize the project to our mentor in the school of Sierra Morena	Feedback about the project and possible suggestions	Project, photos	adjust the project
August	Last review of the final project	The final report	Final report	We could create a methodology for children related with the appropriation for their culture.

Appendix 2: Schedule of Activities

DATE	FOCUS GROUP	OBJECTIVES	ACTIVITIES	TIME	OUTCOME
June 17th of 2010	Headmasters of Sierra Morena School	To identify the infrastructure of Sierra Morena School, the teachers pedagogic system and the social relations between students inside the classrooms.	Meeting with the teacher Alberto, who did an introduction about the topic of Cultural heritage and the mythologies used to teach this topic.	3 hours	Recognition of Sierra Morena school, related with the pedagogic strategies and the socialization between students and teachers. Establishment of contacts and approval to do the project inside of the institution..
July 15th of 2010	Headmasters of Sierra Morena School	Socialization of the project to the headmasters, agreements related with compromises and supports.	Meeting with the coordinator of primary school, socialization of the project, explanation about our objectives, goals and activities with the students.	3 hours	Approval of the project to be implemented in the primary school with the support of the headmaster and Social Science Teachers.
August 21st of 2010	Headmasters of Sierra Morena School	To Socialize the project and the activities that will be done with the team of teachers.	Socialization of the project, agreements and compromises with the teachers.	2 hours	Feedback of the project by the teachers and compromises during the implementation of the project.
September 28th of 2010	Local and International organizations	To do a visit around the educative intitution and presentation of the project to local and international organizations.	Presentation of the project to distrital and international organizations.	2 hours	Recognition and possible future support of distrital and international organizations in the implementation of the methodology when they determinate the pertinence and importance of this topics in the institutions.
October 7th of 2010	Local and regional students	Define the cultural identity concept that children have in their daily life.	The workshops are divided in two phases: a) Rational Phase: we will give to the students a story that explains conceptually the meaning of cultural heritage. After a break they will answer questions about the meaning of this topic. b) Team work Phase: We will develop a game where in teams the students answer to questions related with their own heritage trough examples, such as types of food, clothes, languages, myths etc.	2 hours	Children manage more in the learning processes, where we could facilitate a mythological strategy focused in team work and tacit knowledge.
October 21st of 2010	Local and regional students	Identify the way of interpretation of the concept of cultural heritage in a social perspective.	c) Emotional Phase: Thought through social cartography, the students create a map where they draw, write and interpret their reality as a community.	2 hours	We realize that students understand and apply more their knowledge about cultural heritage when it is received through their own life experience.
October 21st of 2010	Social Science Teachers	Consolidate pedagogic strategies for the education of cultural heritage inside of the classrooms.	Trough a discussion the teachers explain what kind of methodologies they use to teach heritage. A focus group of teachers explain which methodologies have been implemented on heritage (in case they have not dealt with the topic they can suggest possible ways for it to be tought)	1 hour	We identified the kind of methodology used the most to teach cultural heritage is by the social science teacher. He mainly used activities such as songs, maps and interpretations of Colombia's realities trough role play..

October 26th of 2010	Local and regional students	Recognize the verbal and behavioral manifestations of children when they express discrimination towards others and when they defend their rights.	Reading: "The story of Gregorio". The children read and answer the questions about how discrimination affect s the life of the boy in the story. Through questions they analyze the different ways of discrimination in their school and their reactions.	2 hours	We identified that children accept the different cultures of others the classroom, evidenced by the teaching of respect, help and friendship. But at the same time they reject behaviors that are out of a social imaginary of acceptation. For example, ways of how they play, they study, dress and smell at the school.
November 3rd of 2010	Local and regional students	Determine the way how children that live around the school understand their own heritage and the way to interpret it in their daily life.	Through drawings, children of the Sierra Morena neighborhood interpret their own cultural heritage. A) Identification of meeting places around Sierra Morena School. B) Identification of Safety zones. c) Identification of fear zones. d) Identification of enjoyment zones. e) Identification of zones that have become identity symbols of Sierra Morena.	2 hours	Through this session we evidenced the importance of collective memory reconstruction. In order to obtain this reconstruction we used emotional resources (5 senses) to convey to the children the meaning of a place and its features. We were able to identify how an emerging heritage is taking place by the confluence of diverse cultures in the context. The stafety zones were linked to the school and to parks and football courts, a church and some bakeries. Fear zones are linked to the hours and night time. As well as abandoned houses and land. Where usually people are consuming drugs. Enjoyment zones were identified to the school and in the only 2 parks of the neighborhood. The importance of having identified these places is to convey to the children that heritage can be constructed collectively and that these common places are built up buy respect of cultural identity. These zones usually promote peaceful coexistence. These symbols are part of their tangible and intangible heritage. Despite of the children's background, the construction of this map generated bonds between them and a joint effort to recognize places and situations were their rights are being respected.

Appendix 3 Results

Ways of work / Ways of Explanation	INDIVIDUAL WORK	TEAM WORK	COMPETITIONS
THEORICAL BASES	-Children participation are not so high when we are talking about concepts of heritage -They prefer to listen the concepts and try to link them with life experience - They are more concentrate in their work, but they do not have the chance to discussions the concepts with others. -They just ask to the instructor about the misunderstanding of the tasks.	-They try to help each other in the solution of the task. -There are some students that are more actives than others in the develop of the task -They guess the mean of the concept when they do not understand it -They get bored when they have to resolve a questionnaire, evaluating the main concepts	-They guess the concepts, just to get advantages on the others. -They do not focus in the mean of the concepts and in the objective of the task; they just want to win the other groups. -The theorical bases are no so important for them, even when they will receive a kind of award.
LIFE EXPERIENCES	-They show clearly in a paper life experience that have a strong impact for their life -They can link the cultural heritage concepts with their daily life. -When they work individually, they are more confident about the knowledge they have	-They are more reserve about their background when they have to work in team. -They understand more the concepts and the objectives of the task when they can discuss it together and link it with their life experience.	-They guess the information and invent some stories just to win. -They do not pay attention in the relation of the cultural identity concepts with the life experiences, because they just focus in the competition.
STORIES	-They like the stories and they understand the concepts trough it at the end of the exercise. -They like the performance of the stories, and the interactivity they can have while the teacher is reading them. -Some of them do not understand the metaphors as a way of explaining the concepts.	-They try to explain each other the aim of the story and the relation between it and the concepts -It is better to read the story with them, than allow them to read it by themselves, because some of them do not pay attention and misunderstand the content. -The creation for stories is a good way to promote the imagination and link the life experience with imaginary topics.	-They are more motivated with the competition and see them as a challenge for their group. -The creation of stories as a competition give a good result, but at the end the activity brings problems because the argue each other.

Appendix 4: Booklet

"Recognizing our cultural identity in classrooms"

This booklet was elaborated with the purpose to give the possibility to use in different contexts and environments where children are; but It was created mainly with the objective to empower the culture identity of children that are moving to bigger cities for different situations: such as violence, armed conflict, lack of opportunities, poverty etc. As they are forced to move from their place of origin, they are forced as well to adapt their culture, costumes, behavior, ways how they have fun and their traditional food to their new context.
This booklet is a product of the information given by children between 9 and 12 years of age of Sierra Morena School Bogotá – Colombia; they contributed with their experience to build the following methodology:

First Phase - Conceptual Base

First Activity

Objective: Identifying the concept of Culture and the relation of children with their past and present through a game.

Time of the exercise: Two hours

Materials: Maps, Post-it-, Papers, Colors

The teacher asks the children to identify in a map the different characteristics of each region of the country (taking into account costumes, traditional food, entertainment etc.), related with the question: Where are your parents and grandparents coming from? The teacher gives to the student's some post-it and they have to put inside of the map the characteristics of each region.

Second Activity

Objective: Identifying the concept of material and intangible heritage through examples, given to the children.

Time: two hours

Materials: Paper, phrases

The teacher show different phrases children used in the past exercise, and put them on the wall; after that, children decided which phrases have relation with intangible heritage and which with material heritage (what we cannot see and what we can see). After that the teacher together with the children defines both concepts. Later, students have to select the most important material or intangible heritage which they would not like to lose. They will draw it and write how they are going to keep it with them for the future.

Examples of phrases:

"I have been to the church close to the Major´s office of Bogotá, it is very big and you can see many pigeons around it"

"When we are celebrating important occasions in my house my mom cooks bandeja paisa"

"I like the festivals because we go with all my family to see the parades and the customs people wear"

"Where I came from (referring to the place of origin) I used to go to Church every Sunday"

Second Phase

The Practical and Projective Culture Identity

Objective: Children identify the intangible and material heritage taking into mind their past, their present and what they would want to take to the future through the of social cartography methodology.

First Activity

Objective: Children can be able to recognize their culture trough the identification of their places of origin where they and their family used to live.
Materials: Paper, colors, pencils
Children have to work together with their parents or relatives to identify those places where they are coming from, and the different characteristics that involve their

culture. They have to fill with them a short matrix that the teacher will provide. With this information children discuss the topics given in the matrix and draw a map where they will put as much information as they can collect with their families related with material and intangible heritage.

	Where Were You Born?	What Were The Traditional Festivals And Foods In This Region	What Were The Important Places to Visit?	How Are The People From Your Region?
Myself				
Father				
Mother				
Brothers or sisters				
Any relative that lives with you				
Grand parents				

Second Activity

Objective: Students identify the most important characteristics of the territory and surroundings of Sierra Morena School.

Materials: Paper, markers, and colors

The teacher who is coordinating the activity walks with the children around the neighborhood and surroundings of the school. The objective is to identify the most important and representative places for them, the activities people do, the costumes and characteristics of the context.

Important Places	Why Are They Important For You?	What Do People Do There?	What Kind Of People Goes There?	Is This Place Suitable For Children? Why?

Third Activity

Objective: Students recognize the territory where they are living now, their characteristics, values, behaviors, important places etc.

Using the information collected in the past activity the group is divided into teams to draw a map where they can show the most important characteristics of their context and the type of activities people do. The idea is for children to share with others their perception of each sector they visited.
After they have finished they do a presentation of their exercise to the other students.
Material: Paper, colors, markets.

Fourth Activity

Objective: Children can identify through the creation of a prospective map which cultural identity elements or symbols from their past and in present will they maintain in the future.

Material: Paper, colors, markers

The teacher coordinating this activity will socialize to the class the maps elaborated in the past activities and will be able to conclude with the students on the importance of their background and their present life. After this, students will draw a new map in a prospective way, where they will draw the most important characteristics that they have identified in the past maps, such as culture, forms of life, costumes, places, food etc.). Later on by teams, a presentation of the final maps will be done in order to socialize with their peers why they choose to take "to the future" those elements.

EGYPT

Evaluate the Primary & Kindergarten Teacher's Performance, In Light of Child Rights Convention, CRC

Saad Mohamed Gouda Maghrabi, Reham Zein El Gebaly and Hosam Samir Omar

Frame of Reference

Introduction

For the purposes of the present convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.

Article 1 of the Convention on the Rights of the Child defines "child" for the purposes of the Convention as every human being below the age of 18. The wording leaves the starting point of childhood open. Is it birth, conception, or somewhere in between? Had the Convention taken a position on abortion and related issues, universal ratification would have been threatened. For the purposes of the Convention, childhood ends at the 18th birthday unless, in a particular State, majority is achieved earlier.

Setting an age for the acquisition of certain rights or for the loss of certain protections is a complex matter. It balances the concept of the child as a subject of rights whose evolving capacities must be respected (acknowledged in articles 5 and 14) with the concept of the State's obligation to provide special protection.

On some issues, the Convention sets a clear line: no capital punishment or life imprisonment without the possibility of release for those under the age of 18 (article 37); no recruitment into the armed forces or direct participation in hostilities for those under the age of 15 (article 38 and see Optional Protocol on the involvement of children in armed conflict, page 659). On other issues, States are required to set minimum wages for employment (article 32) and for criminal responsibility (article

40). The requirement to make primary education compulsory also implies setting an age (article 28).

The Committee has emphasized that when States define minimum ages in legislation, they must do so in the context of the basic principles within the Convention, in particular the principle of non-discrimination (article 2, for example challenging different marriage ages for boys and girls), as well as the principles of best interests of the child (article 3) and the right to life and maximum survival and development (article 6). There must be respect for the child's "evolving capacities" (article 5): in General Comment No. 7 on "Implementing child rights in early childhood", the Committee on the Rights of the Child underlines that "young children are holders of all the rights enshrined in the Convention.

They are entitled to special protection measures and, in accordance with their evolving capacities, the progressive exercise of their rights" (CRC/C/GC/7/Rev.1, para. 3) and there should be consistency, for example, in the ages set for the completion of compulsory education and for admission to employment.

In case of the educational situation in Egypt we will find that basic education stage in general, education in early childhood stage in particular, is classified as the most important education stage for the development of children aged four to five years. This stage shapes and builds children's creativity and development through giving them opportunities for education, discovery and acquisition of multiple intelligences. Results from numerous studies have proved the important role of the early years in the development of children's growth and improving their abilities to learn and develop

Other studies have shown that children who attended education at an early stage (four to five years) were more successful than their counterparts who did not. The quality of this type of education has also been shown to be a factor in shaping child's future, and is particularly important for children from poor and disadvantaged households. Egypt had to adopt a strategy to develop this level of education with an emphasis on providing children with health, psychological and educational care.

Main Issues facing educational system in Egypt:

There are several challenges facing the development of early childhood education in Egypt as they relate to access, quality and system management.

In terms of access:

- Statistics indicate low enrollment rate and low numbers of classes and staff, especially specialized staff that are available to teach at this level. Other statistics show the huge variations in enrollments among various governorates.
- The high enrollment in early childhood education in some governorates is attributed to the increased awareness of parents and families and effective community partnerships, which is reflected in the ability and

willingness of the civil society to provide classrooms or nurseries, whereas the total rate of enrollment in the private and cooperative sectors is estimated at only 5.2 percent.

In terms of quality:

- The provision of standards on which to base the education process, the preparation of specialized teachers for this level and the preparation of recurrent training programs to increase the efficiency of teachers are the first set of challenges.
- The ability to increase the number of female technical supervisors and setting standards for them and providing continuous in-service training for teachers, supervisors, and managers represent the second set of challenges.
- Upgrading the existing curricula in the early childhood level, providing the resources for learning, technology, educational materials, and activities, supporting the nutrition programs, especially in remote or poor areas where nutrition which is thought to be the main factor which attracts children and parents to early childhood programs and providing programs of health care for children as well as providing health culture for parents; all this comprise the third set of challenges.

In terms of system management:

- The challenges are the development of a clear institutional framework for this level, the provision of ministerial decrees determining the administrative structure and tasks of teachers in the General Department of Early Childhood, supporting the independence of early childhood education departments at the governorate level and separating them from the primary education level.
- The development of an independent education budget for this level separate from the primary education level, supporting the coordination between the supervision bodies and improving the system of supervision, monitoring and evaluation, building an education management database for this level, and building the capacity of the administrative bodies are challenges for the reform of system management.
- Locating all these new schools will be a challenge as well. It will be important to design stand-alone early childhood schools, not necessarily attached to primary schools, in the center of villages and urban communities, thus requiring less travel by the very young. This issue relates to the larger issue of better targeted school locations.

Education Sector Performance: A Situation Analysis

Since the early 1990s, education has been made a top priority in Egypt. A key event which sparked this concern was the 1992 earthquake which affected many educa-

tional buildings. A large number of buildings were not safe to use. Concerted efforts were made to make up for these losses and, at the same time, to provide the infrastructure necessary to ensure equal opportunities for education for all children in Egypt. Those efforts resulted in an increase in the education budget by 240 percent during the 1990s. A total of 13,709 schools were built between 1992/93 and 2005/06. This number is more than twice the number of schools that were built in the preceding 110 years. This growth in schools was accompanied by an increase in enrollment in basic education for boys and, especially, girls. Basic education is now nearly universal. Secondary enrollments also rose in the past decade, but have now stabilized, at lower than desired levels. So, additional attention is required now. These achievements place Egypt at the forefront of countries that have made significant progress in access to education since the Education for All initiative was established in 1990.

While the main focus during this period was on access, the concept of quality also existed in the form of teacher training programs and in the project to equip all Egyptian schools with computers for educational purposes. Since 2000, the concept of quality in education has crystallized with the publication of the National Standards for Education in Egypt in 2003. Based on these National Standards, the concept of school-based improvement was introduced in 2004 through a number of pilot projects. Building on this historical process, in March 2006, an Education Management Information System (EMIS) was introduced, based on the concept of decentralization (which was included in the National Policy Framework of Education in Egypt that the Ministry of Education (MOE) issued in March 2006). Thus, over the past 15 years the three inter-dependent areas of access, quality and systems management have emerged to serve as the foundation stones of the current National Strategic

Plan. While all three areas continue to be important to the achievement of the country's education goals, quality is now the focus.[1]

Overview of the Egyptian education system

The Egyptian pre-university education system is the largest in the Middle East and one of the largest in the world. With some 17 million students and approximately 40,000 schools (Public and Private) in the different educational levels, the pre-university education system is expected over the longer term, to make a significant contribution to Egypt's economy and to play an essential role in increasing its national income. 90.2 percent of all students in Egypt are included in the public and private education sectors (83 percent and 7.2 percent respectively). Together public and private sectors have approximately 821,000 teachers, 711,000 administrators and 105,000 workers, together constituting some 1.6 million employees. The remaining 9.8 percent of students attend Al Azhar schools[2].

The pre-university education system consists of three levels: primary, preparatory, and secondary (See Figure below). Basic education, which comprises 9 years (a 6-year primary and a 3-year prep level) is intended to include all children aged 6-14. Basic education has been guaranteed as a right of every citizen under every Egyptian Constitution since 1923. Primary school education has been compulsory since the 1930's. Moreover there is expansion early childhood education to include all children at 4-6 years as a pre-primary stage of education all over the country.

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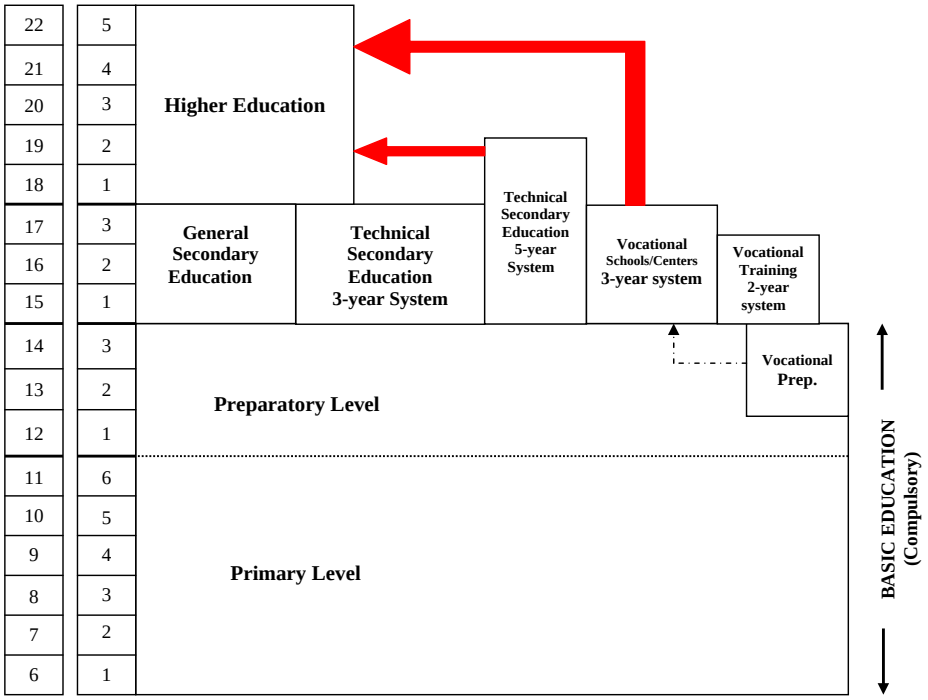
[1]1 Note that improving quality is likely to improve access while at the same time better quality depends upon and, indeed, is one of the primary reasons for improved systems and management.

2 Al Azhar is a government-funded education system parallel to the public education system. It educates about 10% of the pre-university students in Egypt.

The Egyptian Education System, 2007[3]



3 National Strategic Plan For Pre-University Education Reform in Egypt, 2007/2008 – 2011/2012

Students who pass the primary end-of-level exam move on to prep. Those who do not pass after two attempts move to vocational prep or withdraw from education. Based on their performance in the prep level exam, a student may go to general secondary, technical secondary, or withdraw from formal education. Graduates from general secondary schools may be eligible to enter university, depending on their score on the secondary end-of-level exam; while almost all technical secondary graduates enter the workforce (the top 5 percent may attend Higher Institutes or university for further training).

At present, pre-primary education is not part of the formal education system. There are a number of providers involved in this level of education, including the Ministry of Education, the Ministry of Social solidarity, the National Council for Childhood and Motherhood (NCCM), Al Azhar pre-university education, a number of international and local NGO's, and the private and cooperative sectors.

Purpose (Intended Output & Outcome)

Strategy: The project aims at raising the awareness of both kindergarten and primary school teachers in particular and basic education stage teachers in general of CRC. Besides, assuring the inclusion of that concept within the educational curricula relating to that stage is to be generalized in the near future at all stages. It also aims at having an educational system that is able to assure the three Ps for all children. It is to set up an integrated framework for raising the awareness of all teachers of CRC as well as personnel at the Idarras, Muddiriyas and MOE levels to support continuous efforts dedicated to spread the concept of CRC and including it within curricula.

Overall Goal: Raise the kindergarten and primary school teachers' awareness of CRC and assure developing curricula in light of CRC.

Objective: Spread the culture of CRC among not only kindergarten and primary school teachers but among all personnel and all stakeholders e.g. Politicians, NGOs, in addition to all concerned, bodies, institutions and organizations as well.

Targets:

- Improve the primary and kindergarten teachers' performance level in light of CRC.
- Develop a list of the necessary standards required for primary and kindergarten teachers.
- Determine to what extent a group of primary and kindergarten teachers are aware of CRC.
- Develop a proposed training program to improve primary and kindergarten teachers' performance in light of CRC.

Methodology (Activities)

The team's efforts in this respect have three dimensions:

I: Select the curriculum of the study:
Owing to the nature of this study the Analytical Descriptive Curriculum has been used to analyze the current situation of primary and kindergarten teachers in light of CRC; this is to identify her/his strengths and weaknesses as well as her/his knowledge and awareness of CRC. Hence, introduce the recommendations and suggestions to develop her/his performance in light of CRC.
II: Develop tools of the study:
The team has developed the following tools:

1. A questionnaire to investigate primary and kindergarten teachers' opinions, knowledge's and awareness to explore their current situation in light of CRC.
2. A questionnaire to investigate the technical supervisor's (mentor) awareness of CRC.
3. An observation card to investigate and measure teachers' performance inside the classroom in light of CRC.

III: Procedures of the study:

1. Hold a workshop with teachers, supervisors and the targeted group as well as stakeholders concerned with the educational process.
2. Investigate the current situation of primary and kindergarten teachers' knowledge's, experiences and awareness in light of CRC.
3. Review the educational works relating to the primary and kindergarten teachers and evaluate her/his performance in light of CRC locally, regionally and internationally aiming to:
4. Survey the most important methods, studies and researches relating to CRC.
5. Review to what extent CRC is included and integrated within curricula.
6. Review international as well as regional standards developed in light of CRC
7. Develop a list of the proposed standards for primary and kindergarten teachers in light of CRC.
8. Offer the standards list that has been achieved to our mentor, for his feedback.

9. Offer the research recommendations and suggestions to our mentor.
10. For further support the team could successfully arrange two meetings at centeral ministry of education with those in charge of the educational process in Egypt where there were more discussions and details about the project the thing that gave the team more support and strengthened the idea and the project i.e:
11. A meeting with H.E Professor. Ahmad Gamal Eldin Mosa Egypt minister of education who kindly gave much support and help.
12. The second meeting with Professor. Reda Abu Serea Senior Deputy Minister who also gave much support and help.

Results (Actual Output & Outcome)

By the end of this study and applying the proposed training program we expect to obtain:

- Spread the culture of CRC among all those concerned with the educational process.
- Bridge the gap between teachers and children from one side and between teachers and those in charge from the other side in light of CRC.
- Raise the awareness of primary and kindergarten teachers as well as those in charge of the educational process of CRC.
- Improve the primary and kindergarten teachers' performance in light of CRC.
- Develop a list of the necessary standards for primary and kindergarten teacher that will be the criteria for selecting those teachers in light of CRC as well as a constitution to judge those teachers' performance in light of CRC i.e.:

1st Domain: Planning in Light Of CRC

Standard 1: Determining the educational needs of the child in light of CRC.

Indicators: The Teacher:

- Designs activities to explore and determine the students' needs and talents in light of CRC.
- Encourages students to reflect about their life environments as well as themselves, as a child right.

Standard 2: Designing suitable educational activities in light of CRC.

Indicators: The Teacher:

- Makes an integrated and comprehensive plan in light of CRC.
- Develops daily program in light of children's needs and CRC.

- Makes balance between free activities and directed ones in light of CRC.

Standard 3: Planning for greater targets that make CRC completely inclusive.

Indicators: The Teacher:

- Designs activities where CRC is inclusive.
- Think about and/or suggest educational units and lessons in light of long-term objectives and CRC.

2nd Domain: Learning Strategies and Classroom Management

Standard 1: Using learning strategies that meet students' needs in light of CRC.

Indicators: The Teacher:

- Involves teaching and learning methods suitable to children's needs in light of CRC.
- Involves parents taking part and implementing activities.
- Uses different strategies to present concepts and introduces skills.
- Diversifies teaching and learning methods according to children's needs in light of CRC.
- Utilizes technology to improve children's learning and achievement in light of CRC.

Standard 2: Encouraging children to practice critical and creative thinking in light of CRC.

Indicators: The Teacher:

- Provides independent and cooperative learning opportunities.
- Creates situations that aim at developing critical and creative thinking.
- Divides children into groups to promote interaction and learning.
- Encourages positive interaction and cooperation among children.
- Invests sudden situations to provide children with opportunities to express themselves freely.

Standard 3: Facilitating effective learning experience in light of CRC.

Indicators: The Teacher:

- Encourages children to apply what they learn in their life situations.
- Involves children in problem-solving activities and encourages various ways to reach solutions.
- Helps students to reflect on how they are being taught.

Standard 4: Providing an environment that guarantees equity among children in light of CRC.

Indicators: The Teacher:

- Gets all children participate in different activities.
- Provides the learning environment with a secure and attractive atmosphere.
- Takes into account individual differences among children and those with special needs.
- Shows respect to all children without any discrimination and believes in CRC.
- Gives children opportunity to express themselves and enjoy their rights.
- Encourages children to respect each other regardless of their differences.
- Handles inappropriate behavioral patterns in a fair way.

Standard 5: Managing learning time effectively and limiting time wasted.

Indicators: The Teacher:

- Train children to daily work relating to transferring among activities.
- Distributes time according to children's abilities and learning outcomes.
- Reorganizes time in light of unexpected situations.
- Utilizes effectively tools and equipment available in the classroom in an allocated time.

3rd Domain: Knowledge of Subject Matter

Standard 1: Being fully aware of the basis and nature of the field and CRC.

Indicators: The Teacher:

- Uses her/his subject in educational activities.
- Is aware of documents relating to education in early childhood stage as well as CRC.
- Is aware about evaluation and its different tools.
- Recognizes the children's needs at the early childhood stage.

Standard 2: Having basic and required knowledge relating to specialization and CRC.

Indicators: The Teacher:

- Follows up the latest development relating to her/his subject and to CRC.
- Utilizes learning sources and various technological methods to obtain information and knowledge and encourages children to use them.
- Guides and supervises children to solve problems in a scientific manner in light of CRC.

Standard 3: Being able to integrate her subject with concepts of CRC.

Indicators: The Teacher:

- Relates between the concepts of her subject and CRC.

- Clarifies the relationship between the context of the subjects and that of CRC.
- Utilizes the fundamental concepts of the subject to solve problems.

Standard 4: Being able to produce knowledge in light of CRC.

Indicators: The Teacher:

- Classifies data and information into harmonious groups and trains children to do the same.
- Analyzes available information in an easy way and trains children to do the same.
- Combines between unrelated parts and makes them meaningful.
- Deduces new knowledge from available information.
- Thinks in a flexible way and accepts new things.
- Encourages children to criticize what is customary and of traditions.
- Helps children to discover contradictions.

4th Domain: Evaluation

Standard 1: Developing performance through self-evaluation in light of CRC.

Indicators: The Teacher:

- Studies and reflects about the results of her/his action and decisions concerning children and colleagues.
- Uses different tools and methods to evaluate her/his performance.
- Encourages children to evaluate themselves and each other.
- Designs tools for self-evaluation with the help of students and colleagues.
- Improves and develops her/his performance according to evaluation results.

Standard 2: Practicing comprehensive and continuous assessment for children in light of CRC.

Indicators: The Teacher:

- Designs and uses new and creative tools for evaluation in light of CRC.
- Utilizes authentic evaluation methods such as children portfolios to know the children's progress.
- Determines the weaknesses and strengths in children and suggests way for improvement.
- Involving children with special needs as well as the gifted in classroom activities.

Standard 3: Feedback

Indicators: The Teacher:

- Utilizes evaluation results to promote her/his performance.

- Utilizes the opinion and evaluation of children to improve her/his performance.
- Encourages children to express their views and feelings towards certain situations and educational activities freely.
- Involves the family in evaluating the student with aiming at promoting learning and performance.
- Designs creative activities to overcome children's weak points.
- Designs fruitful activities to reinforce the strengths in light of evaluation results and CRC.

5th Domain: Teacher's Professionalism in light of CRC

Standard 1: Ethics of the profession and of CRC.

Indicators: The Teacher:

- Has complete knowledge about CRC and all conventions relating to human rights in general and child rights in particular.
- Builds trust between her/him and the children through their participation in setting classroom rules and achieve objectives.
- Guides children and helps them to solve their personal problems.
- Keeps a secret.
- Respects the children's personality and capabilities
- Respects colleagues and communicates well with them.
- Adheres to the rules of conduct.
- Exerts remarkable efforts to develop student capacities inside the school without discrimination.
- Uses a polite manner of address with his children and colleagues.
- Takes care of his appearance without exaggeration.
- Presents a model of loyalty and giving to their nation.

Standard 2: Sustainable professional development in light of CRC

Indicators: The Teacher:

- Updates her/himself with new theories, educational practices and methods of teaching as well as CRC to improve her/his performance.
- Attends training sessions, seminars, workshops and conferences whenever possible regularly.
- Exchanges experience with her/his colleagues and bosses as well as technical supervisors.
- Participates in different activities to improve her/his capabilities professionally.
- Learns from interacting with children.
- Increases her/his knowledge in different fields in general e.g. scientific and culture.

- Develop and set a proposed program to develop the primary and kindergarten teachers' performance and improve them professionally and in light of CRC i.e.:

"A Proposed Training Program to Raise the Kindergarten & Primary Teacher's Awareness of CRC 2010/2011-2012/2013"

Course Axes:

Axis I: Participants' expectations and objectives concerning the CRC program
Axis II: Conceptual framework of the principles of CRC
Axis III: CRC current situation analysis
Axis IV: Educational Leadership and implementation of implications resulting from raising awareness of CRC.

Course Objectives:

By the end of this program it is expected that each participant will be able to:

- Identify the conceptual framework of CRC.
- Link between local and international conventions of child rights.
- Recognize the experiences of different countries in the field of CRC.
- Clarify the important role played by the teacher to emphasize the principles CRC.
- Recognize the characteristics of this age.
- Analyze current situation of CRC at school and Idara level.
- Recognize the importance of integrating the principles of CRC in educational curricula.
- Recognize the importance of the paradigm shift required in the teaching and supervisory skills to achieve the educational performance that corresponds to local and international ones in light of CRC.

First axis: Participants' expectations and objectives

Activity I: Think of your own, then through your team to determine the aspirations of that training program.

.....

.....

Activity II: (Rules and Mechanisms of Work): Think with your team to agree on the rules and mechanisms organizing work during the training course.

.....

.....

Second axis: Conceptual framework of CRC:

Activity I: since the United Nations declaration on the principles of child rights and relevant international, regional and local conventions, the world cares about the child and does its best to deepen the principles of CRC within the school curricula as well as to raise awareness of CRC in light of this give your ideas about:

Concept of child rights:

.....

.....

The most important rights for the child from your point of view:

.....

.....

Required mechanisms to ensure these rights:

.....

.....

Constraints that might hinder ensuring that:

.....

.....

Activity II:
Mention what you know about:

Child	Adult
International agreement of CRC	Declaration of child Rights

Activity III: Capture the directorate, department and the school where the child belongs and spend much of her/his time as a system and an educational environment explaining its inputs and outputs processes and activities as well as the external surrounding environment. Last but not least discuss with your team to what extent this is available for today's child and to the implantation and applying of CRC.
.....
.....

Activity IV: Experience in managing of the expected change relevant to CRC after the completion of the training program.
This activity aims to make use of experiences to develop methods, policies and concepts in light of CRC. You would better do this through the fact of being a teacher, supervisor, a leader or someone in charge. This is to ensure the success of the change process and development related to CRC.

Proposed Methods/Policies

Why do you think this change concerning the CRC is suggested?	
Who do you think is more supportive to that and will be of good help?	
As a teacher, do you have a chance to share your opinion in issues related to educational process? Does the current system allow participation of teachers in developing policies, strategies and methods?	
How are these new methods/policies offered? If you have a role, please identify. What is the supervisor's role concerning that change related to CRC?	
How could these methods/policies succeed in making the desired change?	

Gained from this axis:

Please state your point of view:

1. I gained from this axis:

.....

.....

2. Through this axis I wish I could gain:

.....

.....

3. From all subjects shown through this axis I liked more:

.....

.....

4. From all subjects shown through this axis I did not like much:

.....

.....

5. From my point of view objectives of this axis have been achieved by the ratio of: **%**

6. Objectives that have not been achieved:

.....

.....

Third axis: Current situation analysis

Activity I: with your team apply the analysis model to analyze the current situation at your school relevant to CRC and to what extent these principles are existent at the school level.

Driving and Hindering Forces

Positive Forces (driving)						Negative Forces (hindering)					
Factor	1	2	3	4	5	-1	-2	-3	-4	-5	Factor

Activity II: With your team turn the previous factors of the driving forces into opportunities and strengths and the hindering ones into threats and weaknesses using SWOT model analysis for the current situation.

Driving Forces	Strengths	Opportunities

Hindering Forces	Weaknesses	Threats

Gained from this axis:

Please state your point of view:

1. I gained from this axis:

.....

.....

2. Through this axis I wish I could gain:

.....

.....

3. From all subjects shown through this axis I liked more:

.....

4. From all subjects shown through this axis I did not like much:

.....

.....

5. From my point of view objectives of this axis have been achieved by the ratio of: **%**
6. Objectives that have not been achieved:

.....

.....

Fourth axis: Educational leadership and the implications of raising the awareness of CRC

Activity I: With your team develop a list of your expected roles to deepen the principles of CRC and your efforts to get them integrated within the programs and curricula.

.....

.....

Activity II: With your team develop a list of skills required for a successful teacher in light of CRC and that will enable her/him do the expected role ensuring implication and integration of CRC.

.....

.....

Activity IV: with your team identify the reasons that might limit or hinder applying the principles of CRC at classroom and school.

.....

.....

Activity V: Think of your own then specify the required skills needed for teachers and supervisors and to what extent you are able of each one and to what extent you need to train then identify what kind of training program you need according to the following table.

Required skills for a teacher, supervisor…etc	Proficiency				Kind of Training
	V. Good	Good	Medium	Bad	

Gained from this axis:

Please state your point of view:

7. I gained from this axis:

.....

.....

8. Through this axis I wish I could gain:

.....

.....

9. From all subjects shown through this axis I liked more:

.....

.....

10. From all subjects shown through this axis I did not like much:

.....

.....

11. From my point of view objectives of this axis have been achieved by the ratio of: **%**

12. Objectives that have not been achieved:

.....

.....

Discussion and Reflections

There have been many discussions about:

- Due to the fact that kindergarten and primary teachers' awareness on CRC is low, we thought of developing such a study to be a constitution for those who are in charge to select teachers on specific criteria and to specify and develop which training programs are required to raise their awareness of CRC and to improve their performance in light of that concept.
- The shortage of teachers' awareness of children's needs in light of CRC the thing that reflects on lack of knowledge about curricula.
- Unlike the national conferences for developing different stages of education, there is lack of these conferences and workshops relating to education in the kindergarten stage; those relating to CRC particularly.

Consequently, we have successfully crystallized the problem: "the low *awareness of*

primary and kindergarten teachers of CRC and the insufficient knowledge of this stage's characteristics". To face this problem we have done our best to answer a main question: *"What are the most important standards should the teacher of that stage have in light of CRC and that can be used to judge and evaluate her/his performance?"*

To reach the best answer to that question we have developed three sub questions that can be derived from the main one:

1. What is the current situation of primary and kindergarten teacher (her/his knowledge and awareness on CRC, selection process, tasks, responsibilities and training programs he may have) in light of CRC?
2. What are the proposed standards for primary and kindergarten teachers in light of CRC?
3. What is the proposed developmental program that may help develop her/his performance in light of CRC?

Way Forward[4]

The team has done great effort to finalize the study after analyzing the current situation in light of CRC; with the help of people in charge, the school visited, teachers at school as well as its principal who gave much support and help. In addition to the H.E. Egypt minister of education and his senior deputy minister who have been very helpful and supportive. Therefore, we believe that the list of standards and the training program we have developed will be of good use for not only teachers but all those concerned with the educational process as well. Hence, selecting and assigning teachers for that stage should be according to these standards. Besides, training them should be carried out according to some specified programs similar to the proposed

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4 Ministry of Education: Mubarak and education, progress indicators in Mubarak's national education project, Cairo, 1991/1992 – 202/2003, p. 23.

one as an example. Moreover, we are going to give all help and support as well as advices to the coming batches so as to reach the best results of our study for the good of our country.

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Appendix:

Questionnaire to Evaluate Primary and Kindergarten School Teachers' Awareness in light of CRC

Dear Mr. /Ms
We, representatives of the Egyptian team to Lund University, Sweden:
"***Child Rights, School and Class Management Program***" are conducting a study to know primary teachers' background about Child Rights Convention (CRC). Therefore, we seek your cooperation and assistance to achieve our goal which will be fruitful for your school as well as the whole educational system and children through answering the following questions.

Mr./Ms.: .....
Occupation: .....
Field of Specialization: .....
Years of Experience: .....
Governorate: .....
Idara (directorate): .....
School: .....
Date: .....

1st Section: Available opportunities of being aware of CRC.

1. Have you attended any training programs during the last two years, (inside Egypt/abroad) relating to your field of specialization and CRC?

   Yes ☐ No ☐

2. If your answer is "yes" please name the last three programs, period of training and the organizing authority.

S.	Name of Program	Period in Days	Organizing Authority	Inside	Abroad
a					
b					
c					

3. Are there any regular training programs for raising the awareness of CRC at your Idara[1]?

Yes ☐ No ☐

4. If your answer is *"yes"*, Please specify the following:

S.	Name of Program	Field of Training	Organizing Authority	Place of Training	Periodicity of Training [2]
a					
b					

5. Are there any regular training programs or missions abroad organized for teachers at this stage?

Yes ☐ No ☐

6. If your answer is *"yes"*, Please specify the following:

_____

1 A place where people in charge of the educational process and personnel - administration authority - work.
2 Please determine here whether it is:
a quarter yearly program; or

S.	Missions	Field of Training	Country	Periodicity of Training [3]
a				
b				
c				

7. From your point of view, do you need any particular training programs to develop you professionally and raise your awareness of CRC?

Yes ☐ No ☐

8. If your answer is *"yes"* choose the most important fields you think you need to train in and to what extent you need them through identifying the following:

S.	Proposed Training Fields	Targeted Group	Need for Training		
			Limited Need	Medium Need	Extreme Need
a					
b					
c					

9. To what extent the following professional development inputs are provided to you.

S.	Some Professional Development Inputs	To what extent they are provided		
		Not found	Sometimes Found	Always Found

3 The same as above

a	Books & references in the field of specialization and of CRC			
b	Scientific periodicals			
c	Internet services			
d	Regulations & laws organizing work			
e	Meetings, workshops, seminars and conferences			

2nd Section: Main barriers that might face you.

Dear Mr./Ms the following are some barriers that might face you while doing your job, please read them carefully and tick the choice, ***"YES"*** or ***"NO"*** that suits you, *putting into account answering the question referred to in the table in case of choosing* ***"NO".***

(I)

s.	*Barriers Relating to Technical Aspects*	*Yes*	*No*	*To what extent absence or disappearing of this one affect you*		
				No Effect	*Negative to Some What*	*Strongly Negative*
1	Work is done according to annual plan and in light of CRC					
2	Curricula & activities are planned and designed in light of CRC at decentralized level with our participation.					
3	There is continuous coordination with the consultant of the subject at the central level of the ministry.					
4	We work in an atmosphere encouraging research, experimentation and innovation in light of CRC.					
5	There is a mechanism that guarantees our participation in evaluating training programs.					

- not limited

[1] The same as above

(II)

S.	*Barriers Relating to Administrative Aspects*	*Yes*	*No*	*To what extent absence or disappearing of this one affect you*		
				No effect	*Negative to some what*	*Strongly negative*
1	There is an administrative system allows me doing my role well					
2	There are specific standards and job description for obtaining a job with children at that age.					
3.	We have legalized authorities that we use for awarding and punishment.					
4	There is fair distribution of work inside the school which facilitates doing effort concerning CRC.					

(III)

S.	Coordination and Communication	Yes	No	To what extent absence or disappearing of this one affect you		
				No effect	Negative effect to some what	Strong negative effect
1	There are effective mechanisms for oral and written communication among different levels.					
2	There is coordination with the central ministry, NCMC for training.					
3	There is coordination with supervisors (mentors) at all levels.					
5	There is coordination with educational research centers, faculties of education and curricula development centers for the good of including the CRC within curricula.					

3rd Section Free Answers Questions:

1. What is your mission in education and what are your primary goals in your current position?
    a. …….
    b. …….

2. What are your main duties and responsibilities now?
    a. …….
    b. …….

3. What extra abilities do you have that enhance your work in teaching?
    a. ……
    b. ……

4. What specialized training have you had since you began teaching? Where and when was that?
    a. …….
    b. …….

5. What have you achieved and most proud of as an educator?
    a. ……
    b. ……

Mudiria[4]*:* ……..…..
Idara: ……
School: ……..

[4] A place where people in charge of the educational process and personnel are i.e. administration authority.

Observation Card for Primary & Kindergarten Teacher's Performance, In Light of CRC

Field of observation	***Skill***	***Performance levels***					***Notes***
		Bad	*Accepted*	*Good*	*V.Good*	*Excellent*	
First: *Lesson Planning in Light of CRC*	Lesson planning						
	Written preparation						
	Goals clarification						
	Methods & activities						
	Include of materials						
	Include of technology						
Second: *Implementation of Lesson in Light of CRC*	Students' preparation						
	Attract students' attention						
	Use of available materials						
	Introduce information gradually						
	Use of gestures						
	Child's thrill & involvement						
Third: *Evaluation in Light of CRC*	Child's practice						
	Child's observation						
	Child's guidance						
	Child's gain of knowledge by practice						
	Teacher's feedback						
Fourth: *Achievement in Light of CRC*	Child's information						
	Child's make use of materials						
	Child's use of technological facilities						
	Child's assimilation of CRC						
Fifth: *the Teacher in Light of CRC*	S/he aware of CRC through practice						
	Communication with children						
	Thrill of children						
	Belief of CRC & child's point of view						
	Democratic & human sense at class						
	Aware of individual differences						

ETHIOPIA

Students-to-Students: Mentoring & Tutoring Service on CRC & Life skills to Primary School Children Using Secondary School Students

Abebe Demissie and Berhanu Belayneh

1. Frame of Reference

Ethiopia is the second largest countries in Africa in terms of population size and with diversified culture, linguistic composition and large ethnic compositions. The total area of the country is about 1.1million square km and the projected population of the country for July 2007 was 77.1 million (CSC, 2009). Ethiopia is a home to about 80 ethnic groups that vary in population size from 1000 to about 18 million persons.

General education is free in Ethiopia. The education system/structure is 8-2-2 which is eight years primary education with two cycles (1-4 first cycle and 5-8 second cycle), two years general secondary education (grade 9-10 first cycle of secondary) and two years preparatory education for tertiary (grade 11-12 second cycle of secondary). After general education certification examination students go to either to preparatory education (11-12) or to different fields of Technical &Vocational and Training education. Briefly, the Ethiopian education system has Kindergarten, primary education, secondary education, technical and vocational training, higher education and non-formal education which are integrated with basic education. There are national examinations at grades 8 and 10, and entrance examination for higher education after completing grade 12. Primary education is given in nationality languages and English taught as a subject starting from grade one.

Ethiopia ratified the CRC in 1991 and incorporated it into the country's constitution. Child rights are reflected also in different policies regarding education and

health. The convention was translated into the working language of country, and it was distributed to regions and sector bureaus (Wickenburg et.al, 2009).
South Nations, Nationalities' and People's Regional State is one among the nine federal states in Ethiopia. South Nations, Nationalities' and People's Regional State has more than 15 million populations. It has 14 Zones, 4 special Woredas (districts) and one city administration (Hawassa which is the capital city of the regional state).

In SNNPRS besides ratification of the convention, CRC is included in curriculum and has a big share in Civic and Ethical education lesson which is provided in all grades, child rights protection clubs, students unions, child parliaments are established in schools.
Concerning the education system it is more or less similar, but as an independent state the region decided the medium of instruction of upper primary (5-8 grades) school from nationality languages to English.

Hawassa is the capital city of the South Nations, Nationalities & peoples Regional State. The City Administration has 83, 134 students in 116 schools. Among these students 67, 373 are primary school students who are getting their schooling in 89 schools. Though students in these schools are benefiting from the convention and clubs established for these purpose, they still lack making CRC part of their day to day life. Therefore, many students in the above schools are not exercising their rights because the lack of knowledge or information on the child right. Besides, they do not know what subject they should study, which stream they should select (most of them have no idea about each streams), how to study and being competent as they grow up. Moreover, they are vulnerable to physical and psychological disasters. These show us that these students need some kind of guidance and support from grown peoples to some periods of time.

Thus, the purpose of this project is to enhance students' awareness on their rights, to improve their life skills and academic competency through mentoring and tutoring service. Particularly to introduce the strategy of mentoring and tutoring as another option to advocate child rights in a school system. To implement this purpose some students were selected from a High School (Hawassa Tabor Secondary and Preparatory School) to give a mentoring and tutoring support to lower primary school students. The first activity was selecting around twenty students (to serve as mentors) from Hawassa Tabor Secondary and Preparatory School (grade 12) next we selected a Lower Primary Schools among 32 Governmental Primary Schools in the Hawassa City Administration then we gave training to would be mentors, mentee representatives, coordinators and principals on how to implement mentoring & tutoring service and finally commence the project implementation.

2. Purpose

The overall objective of the project is to create students awareness on CRC, build their social and psychological confidence and to improve their academic achievement through the introduction of mentoring and tutoring service. More specifically to provide someone who could be positive role model to students, to enable students to get knowledge and understanding about the other social part/family, and to make a child better performer in school as well as out of school. The purpose of the project goes beyond individual mentee's benefit. It makes every effort to create mutual benefit between mentors and mentee children, to create link or network between secondary and primary schools, to create motivated children, to give wide experience to mentors about the Social, Political and Economic situation of the country as well as the world, to lay foundation on the CRC and to strengthen tolerance and understanding between school community.

2.1 Intended output

A well organized training manual is prepared, 16-20 mentors are trained and good mentoring environment is created to mentors and mentees. A school and mentees children are selected, workshop for mentors, teachers, parent teacher association members (PTA) and principals is organized, and introduction between mentors and mentees is took place.

2.1.1 Indicators

- manual and guidelines are printed and distributed
- 20 student mentors are trained
- 95% of the trainee will show their satisfaction on the training
- More than 90% will give positive reflection on manual and mentoring guideline quality.
- warm welcoming and support from most of the stockholders
- workshop will be conducted
- mentors, teachers, principal and mentees will be introduced

2.2. Intended outcome

At the end of this project CRC will be part of the school curriculum, the number of visionary and self confident students will be increased by 75% and most of the students' performance and their understanding towards CRC will be improved.

2.2.1. Indicators

- their level of understanding about CRC and mentoring process increased by 80% (assessment evaluation using questionnaire at the beginning and end)

- mentoring action plan could be prepared by mentors at the end of the training
- More than 90% satisfaction on mentoring and tutoring service
- Develop long term vision.
- self confidence (in classroom participation, debate and asking their rights in and outside school etc.) will be developed
- Dropout and repetition rates of the school decreased by 80%, and a rate of promotion will be increased by 95%
- Their life skill capacity will be improved (new experience and learn new skills through the relationship with a mentor).
- Certificate

Table 1: Name of the schools and their present data

Present Data	Edgetbandenet Primary school	Hogoba Primary school
Teachers	16 (female)	45 (14 male 31 female)
students	1-4 (grades) 253 boys + 388 girls = 641	5-7 (grades) 448 boys +672 girls = 1120 1-4 (grades) 786 boys+ 987 girls = 1773
Grades	1-4	1-7
Dropouts	1.6 %	10.3%
Repetition	0.3	11.2%
Student teacher ratio	1:45	1:64

3. Methodology

To achieve the above short term and long term objectives several activities have been done by different bodies. Initial communication with stakeholders and authorities to obtain permission by writing letters and getting time for meeting/discussion on the purpose of the project was the commencement of the project. After consensus building with major stakeholders, we selected mentors using criteria (Academic background-top ranking, Interest to spend time with Children, Good record of discipline in/out of school, Active involvement in co-curricular activities) from Tabor Secondary and Preparatory School (grade 12) next based on agreed criteria (Proximity to the Tabor Secondary and Preparatory school, Number of students in the classroom, Social background of the students, Willingness of the school community to participate) we selected Lower Primary Schools from 32 Public Primary Schools in the Hawassa City Administration. Writing fund finding proposal was one of the methodology we used to make the project actual. Based on this fund raising proposal UNICEF Hawassa and Regional Bureau of Education gave us money to conduct workshop and to cover logistics that needed to run mentoring and tutoring. At the side of this we were preparing manual on how to perform mentoring and tutoring service.

Then one and half days workshop was conducted to would be mentors, Mentee representative children, coordinators and principals on how to implement mentoring and tutoring service. We invited the head of the REB, Head of City Administration Education Office, and UNICEF Hawassa representatives to the workshop. Before the beginning of the workshop, introduction was done between mentors, mentees, principals, teachers (coordinators), and major stakeholders.

Table 2: Participants of the workshop and their role.

Participants	Number	Organizations	Title	Role	Contribution
NGOs	ONE	UNICEF	Representative	Trainer	Donor
Officials	TWO	REB/CITY ADM.	Representative	Trainer	Time
Principals	TWO	Schools	Principals	Trainee	Time
Coordinators	Six	Schools	Homeroom teachers	Trainee	Time
Mentors	Twenty	High school	Students	Trainee	Time
Mentees	Eight	Schools	Students	Trainee	Time
Change agents	Two			Trainers	Money, Time, knowledge

At the end of the workshop all participants became clear on their duties and responsibilities. Mentors come to school two times in a week and stay one hour per a day with their mentees, principals take the overall support and guidance, homeroom teachers serve as coordinators and nearby supporter of mentors and they also select classroom representatives (spoken person), and change agents visit the schools and talk to mentee once in a month.

Moreover, another methodology that was used to promote CRC is strengthening school clubs. Monitoring and follow-up by teacher coordinators and classroom representatives was done within three months. Additionally after the assessment/evaluation of the effectiveness of the project using questionnaire and group discussion, mentees day celebrated in each school. Finally, at the presence of all stakeholders, mentees and mentors, principals and teachers, and people from REB and City Administration the project adjourned with a big festive awarding the mentors certificate for accomplishing the mission successfully.

4. Results

The following are the actual output and outcome that obtained from the mentoring and tutoring program in two selected primary schools.

Academic Value

Among the main results the program registered is academic values. In both schools the mentees academic achievement improved, low achievers self-perception as an incompetent learner changed, their capacity to understand the subject matter particularly mathematics and science improved. Their skills on how to study and their competency to apply what they learn to the real life situation increased, and love for their school and education highly improved. Decreased dropout and repetition rates as well as increased promotion rate are the results of the project.

Social Benefits

Besides academic results the project provided the following social benefits. Mentees are distinguished between participation, provision and protection rights and identified they mainly lack participation rights, relationship between themselves, teachers, mentees obtained knowledge on how to be a good citizen, skill on cultural awareness and respect to individual difference, their communication and feedback skill with different social group (students, teachers, principals, mentors, parents, etc.) improved and knowledge about life skill are few from several results. Moreover, reduced problem behavior, less aggressiveness and fewer disruptive incidents exhibited in these schools, are results of the project.

Psychological Benefit

The third major result of this project is mentees psychological growth. Mentees sense of being connected to the larger community is increased, their social and self leading competency increased, and mentees self-esteem which in turn benefits the social skills of the mentee improved. Confidence developed on tasks and on other related activities and their skill of dealing with people is another result of the project. The certificate they obtained after the end of the project also will give them both social recognition and psychological benefit.

It is not only the mentees who were benefited from the project but also the mentors, mentee's parents and school communities. For example, Mentors were learning a lot while teaching and supporting the mentees as the communication between the two was bi modal. Thus, the above mentioned academic, social and psychological benefit gained by mentees was also gained by mentors too. To mention few of them specifically they got respect and admiration from mentees and schools, learn skills of coaching and feedback, and fill confident to take tasks like this in their future calling.

Moreover, Schools gained a lot. For one thing, as a result of the implementation of the project, school to school relationship was increased because of the fact that mentors were from a high school and mentees were selected from two primary schools. In the process of project implementation, principals, teachers and students of these three schools were talking to each other, supporting each other, exchanging mobile and other addresses and as a result network was enhanced. Secondly, as a result of the improvement of student achievement, schools on which the project was implemented had got high recognition and accreditation from Ministry, Municipality and Regional Government and from other concerned agencies working on children and youth.

Furthermore, teacher to student, student to student and student to administrators were highly improved as meteors were serving as a bridge. In addition to this mentees had got high satisfaction as a result of their children's multi way- social, academic and social improvement.

5. Presentation, Discussion and Reflection

Under this sub section, we present the data obtained from the beneficiaries through questionnaire and focus group discussion regarding the benefit of the project. In addition to presenting data, facts drown from secondary sources-diffident literature were used to substantiate the primary data gained from mentors, mentees, principals and teachers. This sub section has got two parts: Analysis of Data obtained through structured questionnaire and focus group discussion.

Analysis of Data Obtained through Structured Questionnaire and focus group discussion

Table3: Mentors responses regarding the contribution of the program on student's achievements

SN	Options	No of Respondents	%
1	Very high	11	55
2	High	6	30
3	Medium	2	10
4	Low	1	5
5	Very low	-	-
Total		**20**	**100**

As the information on the above table indicates, 55% of the respondents indicated that the program is strongly contributed in helping students to improve their academic achievement. The rest 30% and 10% of the respondents reported high and medium respectively as far as the contribution of the program in supporting students to improve their achievement. The analysis of the data boldly implies that the intervention is highly improving the academic achievement of students.

Table 4: Mentees Responses regarding the contribution of the program in improving their Achievement.

SN	Options	No of Respondents	%
1	Very high	8	40
2	High	10	50
3	Medium	2	10
4	Low	-	5
5	Very low	-	-
Total		**20**	**100**

The above table indicates, while 40% of respondents agreed that very high, 50% of student respondents indicated that the contribution of the program high in helping students to improve their academic performance. The rest 10% of the respondents reported medium as far as the contribution of the program in enhancing students' academic achievement is concerned. The inference is the program has huge contribution in developing student's academic improvement.

The voice of mentee in focus group discussion strengthens the above findings. One of the mentee said that he benefited from the mentors/mentoring and tutoring program. *He said that mentors taught them about child rights, they helped them to understand lessons which they did not understand in the classroom, encouraged them to speak confidently, and helped them to be good on time management. He said that before mentors come to his school, he was known for his tardiness but now he is coming on time and zero absenteeism. It is great really! he said.*

Another mentee witnessed that the intervention helped them to improve their academic results, study on planned way, to become disciplined and orderly. Created a friendly relationship and helped me to know about basic child rights. In the future I will support others like they helped me today.

Mentee said that in his school there is high number of girls and most of them coming from rural areas. They face high work load. Before the mentors come to their school, he and his friends focus was on social science and now they are focusing on science. In addition to these he says we all promoted to the next grade and discipline in our class is improved.

The principal of the Edgetbandenet School appreciates the program's multipurpose contribution by saying that her school enormously benefited from this program. *After the commencement of this program students' discipline improved, remarkable growth of academic performance recorded, they developed more understanding on their rights and duties, and the school obtained good recognition from city administration and parents. She said that she frequently sensed that students love their mentors and miss them.*

Several researches conducted on this regard found the same evidences. For instance, research results of (Murray, 2000; Cohen, 1999; Shea, 1996; and Zachary, 2000) provide insight into how and why tutoring and mentoring may be effective at improving the academic achievement of disadvantaged children. Tutoring and mentoring have the potential to alter the low achiever's self-perception as an incompetent learner. Working with a tutor or mentor affords the learner a non-threatening way by which to learn how to set and accomplish goals, reason through dilemmas and solve problems. Moreover, interviews of learners revealed that disadvantaged students often found their peers more approachable than teachers for extra assistance, perceiving their teachers as too busy. In relation to this, Webb (1987) concluded

that mentees achieve academic improvements because they experience increased understanding of the subject matter due to the reinforcement gained from teaching the material by mentors.

Furthermore, the relationship between the mentor and mentee gives the mentee a sense of being connected to the larger community where they may otherwise feel lost. Mentors are chosen because they are academically successful and because they possess good communication, social and leadership skills. As a consequence, mentors serve as positive role models for the students, guiding them towards academic and social success. Mentors provide support, advice, encouragement, and even friendship to students. Peer mentoring may improve student retention rates (Cohen, 1999).

Table 4: Mentors view toward mentees understanding about their right/CRC/ as a result of the program

SN	Options	No of Respondents	%
1	Very high	5	25
2	High	12	60
3	Medium	3	15
4	Low	-	0
5	Very low	-	0
Total		20	100

As the information on the above table indicates, 25% of the respondents indicated that the program is very high contribution while 60% of them said it has high role in helping students to understand their right. The rest 15% of the respondents reported medium as far as the contribution of the program in enhancing students understanding about their right is taken in to account. A conclusion that can possibly emerge from this data is that the program is highly contributing in developing student understanding about their rights and duties.

A remark from one of a female mentor goes with the above conclusion. She said that ''she is involved in the program voluntarily and happy being selected to be a mentor. It gave me good opportunity to share my experience-what happened to me while I was seven or eight years old. In my stay with my mentees, I think I am positively influenced them, though I cannot see the result immediately. Day- to- day their communication skill, confidence or their self-esteem and awareness on their rights and duties were growing incredibly. Besides academic and social benefits, the broad smile on their face is the main outcome that moved me.''

Table 4: Mentees responses regarding the contribution of the program in enhancing their understanding on their rights and duties/CRC/

SN	Options	No of Respondents	%
1	Very high	-	0
2	High	17	85
3	Medium	2	10
4	Low	1	5
5	Very low	-	-
Total		20	100

In addition to the mentors, the mentees were also requested to fill the questionnaire to triangulate the data with mentees and teachers. Based on this, the above table indicates, 85% of the respondents indicated that the program highly contributed in helping students to understand their rights. The rest 10% and 5% of the respondents reported medium and low respectively as far as the contribution of the program in enhancing students understanding about their rights is taken in to account. The inference is that the program is highly contributing in developing student understanding about their rights and duties. On this regard one of the mentee said that *what I gained is incalculable. My mentors filled every rift that I lack. They thought me in the way I can easily understand, they told me several child rights that I did heard before. They thought me how to be in harmony with my parents and the larger society. As a result of these, I made improvement on my academic record, social attachment, and discipline and time management.*

Another school principal said that mentees are sharing to mentors what they do not talk to us and to their family too. They become very good in their study method, distinguishing between their rights and duties, and life skill improvement. Particularly mentoring and tutoring program helped them to score best in mathematics and science subjects. Moreover, he said that because of this program the school exhibited overall improvement and gave the following example. Except one child, among 438 students, all students scored more than 58% on each subject. Finally he said to mentors, I appreciate your commitment, tolerance and claver management of children. In your stay in my school you moved the whole school one step forward. Congratulations!

Table 5: Teacher's response regarding the contribution of the program in developing their social capital

SN	Options	No of Respondents	%
1	Very high	0	0
2	High	10	66.6
3	Medium	4	26.7
4	Low	1	6.7
5	Very low	-	-
Total		15	100

As the information on the above table indicates, 66.6% of the respondents indicated that the program is strongly contributed in helping students to understand their social capital. The rest 26.7% and 6.7% of the respondents reported medium and low respectively as far as the contribution of the program in enhancing students social capital (culture of tolerance, opposing anti social practice, human right…) is taken in to account. A conclusion that can possibly emerge from this data is that the program is highly contributing in developing student's social capital.

One of a teacher in the Edgetbandenet School also said that, in group discussion, after mentors arrival students become open, unusually they started asking questions in the classroom and fill confident. Our relationship with students improved. Students are no more waiting for mentors as they were doing few months ago, they are coming to us, thus I would like to thank mentors, they are served as a bridge.

A principal of Edgetbandenet School also shares her students and teachers conclusion. She says that the mentoring and tutoring program which practiced by mentors helped her school in improving relationship between teachers and students. She raises a particular teacher who was hated and feared by majority of students now changed a friendly and approachable teacher. She said that they supported her by changing the school's ethos. They helped my students to fill confident to ask their rights, react in the class, and to establish positive rapport. They are ice breakers.

In our focus group discussion mentees give their witness that, besides academic and social benefits, mentors filled the gap between the student and teachers, students and school and school and parents. The program brought all stakeholders together.

Mentoring brings value to everyone involved in its practice: mentees, mentors and the organization(s) for which they work. Mentees have an opportunity to gain wisdom from someone who has traveled the path before them. Mentors have an opportunity to invest themselves in someone who seeks what they can offer. The organization has the opportunity to share and spread its acquired learning and know-how. In addition to those who are directly involved in its practice, mentoring also helps the community at large because it fosters an environment in which people work together and assist one another in their drive to become better skilled, more intelligent individuals.

Group of researchers in University of Rochester Medical Center found that as social benefits, mentoring reduces problem behavior in schoolchildren. They conducted a study which involved 14 weekly sessions lasting 25 minutes each. During the sessions, children would meet with their mentors and proactive skills to help them maintain emotional control and reduce conflict with others. Teachers reported improved behavior in these children, including less aggression and fewer disruptive incidents. Socialization improved, and suspensions and other disciplinary actions were significantly reduced. The study demonstrated that mentoring delivered by

trained mentors is capable of producing social benefits without requiring treatment by mental health professionals. In addition to this, Research by Wall B (1999) indicated that Mentoring also foster cultural awareness and appreciation for different cultural elements as mentees can get the chance to celebrate different events and have different forums on which they can exchange information. These activities expand the world view of mentored children by exposing them to aspects of cultures and societies that are different from their own.

Other benefits tutoring and mentoring program is psychological (Phillips, 1998) which are described by improving self-esteem, which in turn benefits the social skills of the children who are mentored. Mentoring and Tutoring can improve a child's relationships, as well as her/his grades and attitude towards school.

6. Conclusion

- Ethiopia is the second largest countries in Africa in terms of population size and with diversified culture, linguistic composition and large ethnic compositions. Ethiopia is a home to about 80 ethnic groups that vary in population size from 1000 to about 18 million persons. South Nations, Nationalities' and People's Regional State is one among the nine federal states in Ethiopia. Hawassa is the capital city of the South Regional State.
- Ethiopia ratified the CRC in 1991 and incorporated it into the country's constitution. Child rights are reflected also in different policies regarding education and health. The convention was translated into the working language of country, and it was distributed to regions and sector bureaus. In SNNPRS besides ratification of the convention, CRC is included in curriculum and has a big share in Civic and Ethical education lesson which is provided in all grades. Child rights protection clubs, students unions and child parliaments are established in schools in the region.
- In SNNPRS, specifically at Hawassa and vicinity, though students in these schools are benefiting from the convention and clubs established for these purpose, they still lack making CRC part of their day to day life. Therefore, many students in the above schools are not exercising their rights because the lack of knowledge or information on the child right. Besides, they do not know what subject they should study, which stream they should select (most of them have no idea about each streams), how to study and being competent. Moreover, they are vulnerable to physical and psychological disasters.
- To address the issue of lack of support and guidance for students a project focusing on tutoring and mentoring was started with the aim of escalating child's academic, social and psychological status.

- To accomplish the objective of the project, the following activities were performed: initial communication with stakeholders and authorities to obtain permission, Preparing training manual and guidelines, Selecting mentors from the secondary school, conducting workshop to mentors, teachers, PTA, students councils and principals, introduction between mentors, mentees, principal and teachers, start implementing the mentoring program, Monitoring and follow-up by teachers coordinators and classroom representatives, Promoting CRC using school clubs, FM radio and the Celebrating mentees day, Evaluation and reporting.
- Questionnaire and focus group discussion were used as instruments to critically evaluate the actual outcome of the project. 85% of the mentors, 85% of the mentees and 66.6% of the teachers reported that the program strongly contributed for students to understand their rights and duties. On top of this, 67% of the teachers, 85% of the mentors and 90% of the mentees confirmed that the project improved student's achievement. Moreover, data obtained from focus group discussion highly confirmed that the project had high contribution on academic, social and psychological development of students.
- The project is infant or in its early age. But, it is bringing radical change in the life of youth. As a result of the intervention, academic achievement of students was improved, capacity to substantiate rights and duties increased, and numerous socio psychological gains were recorded. Nevertheless, problems like lack of strong communication between teachers and mentors, lack of high commitment from the side of administrators in implementing the project and lack of enough space/rooms for tutoring and mentoring were observed. A mentor said that *at the beginning of the program he felt it is easy but later on it was challenging. Time and low awareness of the mentee were the main challenges.*

7. Way Forward

The evaluation found that *mentoring and tutoring* project already started positively affecting student academic achievement as evidenced by improvements in test scores, grade point and pass rates. In addition, students showed improved social integration as evidenced by improved attendance, decreased class repetition, improved culture of tolerance, improved knowledge about their right and responsibilities, reduced disciplinary problems, and improved attitudes toward school and education. Moreover, it is observed that mentoring and tutoring was perceived by parents, principals and teachers as having an immediate and long time beneficial impact on learners' attitude towards school, both in improved academic performance and attachment to a school. As a result, the Mentoring and Tutoring Project started having broader influence and hopefully will receive community support and recruiting goodwill am-

bassadors/mentors and will produce mentees who will actively take part in the development activities of their country.

Nevertheless, to mention some, problems like lack of strong communication between teachers and mentors, lack of high commitment from the side of administrators in implementing the project and lack of enough space/rooms for tutoring and mentoring were observed. As recommendations, the following can be listed. Horizontal and vertical channels of communication should be built by concerned bodies ahead of time; there should be continuous awareness creation program to raise commitment level of all stake holders of the project. Moreover, the concerned bodies should look for resources both from donors and government to have enough space in all project sites. Parental and school community input when making the mentor/mentee match, obtain strong parental consent for the child's participation in the program, communicating monthly the child's progress via email, by phone or notes, establishing a very strong communication among major stakeholders (parents, school communities and key individuals working at concerned offices, government bodies) and creating a Tutoring and Mentoring Program Newsletter could be major jobs to foster the program further.

Above all establishing an institute which fully provides mentoring and tutoring service starting from university level which extends to pre-primary schools at regional or federal level is paramount. Until then the SNNPR Education Bureau should take over and expand what the change agents commenced as pioneers of such a program in the country.

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Mentors Manual

Introduction

According to Murray (2001) and Carina (2007), mentoring is a deliberate pairing of a more skilled or more experienced person with a less skilled or less experienced one, with the mutually agreed goal of having the less skilled person grow and develop specific competencies. It is a situation in which a person has been positively influenced by another.

It is a role model; a pairing of peers for mutual support may in effect be mentoring, or an arrangement which serves a useful enough purpose to many people. Moreover, it is a systematically develop the skills and leadership abilities of the less experienced members of an organization and a strategy for continuously upgrading the knowledge and skills of all target groups.

It was customary in ancient Greek for young male citizens to be paired with older males in the hope that each boy would learn and emulate the values of his mentor, usually a friend of the boy's father or relative. The Greeks premised these relationships on a basic principle of human survival: human learn skills, culture and values directly from other humans whom they look up to or admire (Murray, 2001, p.7).

While Andy Roberts suggests, in Homer's Odyssey that "mentor …..was simply an old friend", Bandura (1986) says that humans tend to emulate the behavior they see in others, especially when that behavior is rewarded.

Generally, we can say that mentoring is a give and gain process which needs a service giver-mentor and taker-mentee.

Therefore, tough the main objective of the student-to-student mentoring project is introducing the Child Rights Convention through the mentoring process, the aim of this manual is:

- To develop the awareness of mentors on how to support the mentees.
- To use it as a guideline for the mentoring process
- To make the mentors focused and time oriented
- To specify do's a don'ts while they are giving mentoring service.

What a mentor is?

It is really important to discuss this openly with you. Mentors undertake such a wide variety of roles that it must be made clear exactly what is entailed. Obviously the role will vary greatly from school to school/from organization to organization

but there are some guiding principles: (Carina, 2007, Liverpool Excellence Partnership, Murray, 2001).

What they are:

- A role model
- An active listener and an observer who give feedback on observed performances
- An advocate and supporter
- An encourager who serve as a confident in times of personal crises and problems
- A friend who meet with the mentee at agreed time intervals for feedback and planning
- A challenger of assumptions
- A guide
- A target negotiator
- Act as a source of information
- Offer insight into the school's philosophy

What they are not:

- A counselor
- A classroom Assistant
- Babysitters
- A corridor monitor
- A disciplinarian
- A person to whom a pupil is sent when naughty

The key is that they are reliable, approachable, non-judgmental and realistic with pupils, parents and staff.

Benefits for the mentor

According to Suzanne (in Murray, 2001), mentors obtain the following benefits from their mentoring practice.

- **Enhanced self-esteem** –such a request suggests that you are respected, admired, and noticed in your school.
- **Revitalized interest in work/learning**-a mentee can stimulate the mentor's thinking in new ways about the subjects the mentor considered stale. In experience exchanges, mentors spontaneously share what they have learned from their partners-for example, how to communicate with someone in an-

other age group. Mentors may actually get more out of the activity than their mentees.

- **Fulfillment of one's own development needs**-they learn as much as their partners in the skills of planning, feedback, and coaching
- **Leaving a legacy**-mentees describe the mentors have played in her/his life. "Mentors are evident in all our lives. There seems to be with each of us a special person and happening that gives us memories, ideas and dreams"

Challenges that mentors may face

Even though mentoring has benefits, being a mentor can have a downside too. Some processes actually have demotivating factors that test the most altruistic of mentors. Let us look at some of these issues and propose workable suggestions.

- **Lack of requisite skills**-mentor must be able to guide, give feedback and assist the mentee in specific activities. The mentor might be excellent in other ways but lacks a skill like the ability to feedback he/she should participate in an orientation/training process that includes information on feedback
- **Not taking the guiding and feedback role seriously**-coaching is at the center of the mentoring process. The mentor must be able to differentiate competent from not-yet-competent behaviors of the mentees and give feedback.
- **Lacking time to work with mentees**-mentors become so busy with their own work/study that they give the mentee interaction low priority.
- **No perceived reward or benefit**-though some mentors are amply rewarded by the knowledge that they are contributing to the growth and development of another person, other mentors need concrete rewards to sustain their involvement. Therefore, even though it takes some effort and creativity, rewards for the mentors can be designed into the process.
- **Not letting mentees take the risks necessary for learning**-there is some element of risk in most learning situations, but experience is in fact the best teacher. It is the mentor's role to guide and advise-not to do.

Qualification of Mentors

Mentoring must be based on using volunteers. Several specific skills and attributes are necessary to carry out the function of mentor. According to Everitt and Murray-Hicks (1981), the following are the main criteria.

- Strong interpersonal skills (enjoy being with people or who like interacting with others. Look for a person who talks and listens)
- Personal power and charisma (look for a person whose opinion are sought)
- Willingness to be responsible for someone else's growth (willingness to share personal experiences relevant to the needs of the mentee)
- Ability to share credit (look for a person who talks and behaves teamwork)
- Risk taking and patience (look for a person who says, ' give it a try')
- Regarded as being successful in the school/achievement

The types of pupils who could benefit:

There is a wide variety of pupils who are supported by Mentors including pupils who:

- Are poor attendees
- Are de motivated
- Have fallen behind with work
- Have language difficulties
- Have a variety of behavior problems
- Are looked after children's
- Have suffered bereavement
- Have a lack of self-esteem
- Are truant
- Move frequently
- Have difficulties at home
- Find communication difficulty

Mentors perform a range of roles which will be expanded throughout the guidelines, but in essence they may work with:

- Individual pupils
- Groups of pupils
- Teachers and managers

- Parents and families
- Schools
- Other agencies

However, in this project mentoring takes place with groups of pupil not with individual.

Role of Mentors and principles

In practice the roles are varied. The management of them is of paramount importance. It could be flexible.

Some of the roles

- Identifying barriers to learning
- Suggesting how to remove barriers to learning
- Setting targets, monitoring progress and providing guidance
- Building confidence and self-esteem
- Liaising with families (if needed)
- Set clear time table (when and where to meet)

Principles

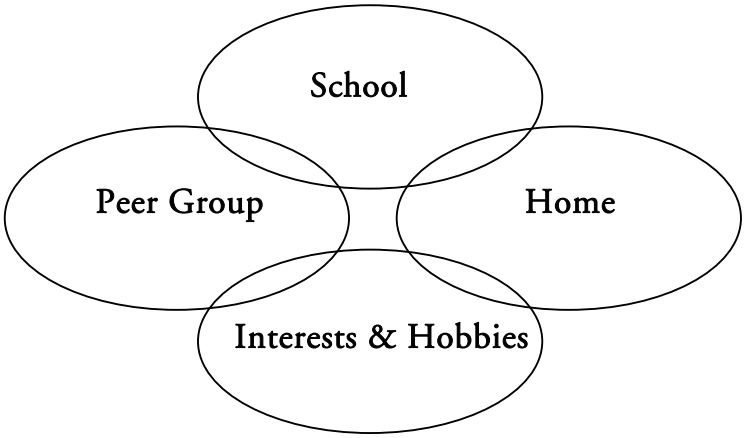
- Make time to gather information on the pupil
- Time is needed to establish trust between mentee and mentor
- Pupils need to be fully involved in why they are being mentored
- Pupils need to target set, action plan and review with the Mentor
- Time guidelines need to be established
- Regular communication and feedback on the progress is important
- During the session, a range of activities can be undertaken
- At the first meeting it is important to set out the 'ground rules' for the relationship. These will cover areas such as:

  Confidentiality – it is important that the pupil feels that what is said is confidential and that they will be respected. However the pupil must be made

aware from the outset that if something serious emerges then discussions will have to go further.
Boundaries – in order to keep the mentoring relationship structured and focused.
Communication – between all parties is a key issue and responsibility that both mentors and pupils have a responsibility to attend the meetings/programme.

- Use rewards and encouragement whenever possible

The role of learning Mentor may be illustrated by this diagram: (Liverpool Excellence Partnership)



Range of Activities
"In order to help a student reach their full potential, mentors may use a variety of tools and strategies such as:

- mentoring sessions to discuss problems and address how these may be overcome
- Group work sessions looking at particular issues such as attendance
- Observation assignments within lessons at the request of either students or teaching staff
- Liaising with parents and other agencies when in the best interest of the students or school
- Promote and assist with after – school homework club/breakfast clubs

- Promote appropriate and constructive after school and holiday activities
- Supporting and training peer mentors.

Recoding and Accountability

The provision and support that mentors give to the pupils is of paramount importance and needs to be recognized and understood. This is a suggestion of the type of information/organization that will be needed to facilitate record keeping & accountability.

- Handbooks/information about your work
- Referral systems/communication/criteria for allocation of support and management
- Your timetable
- Details of meetings that you attend
- Impact of pupils using case studies, evidence from questionnaires and interviews with pupils
- Evidence of action plans, target setting, entry and exit criteria. Group work and other activities such as homework clubs, home visits, cluster/network groups and training
- Overall monitoring and evaluation.
- Knowledge of local and school level targets

Action planning

Action planning is an important part of the process of mentoring. Basically it will set out the targets with review dates and will highlight where progress has been made. An important part of the action planning process is for pupil and mentor to set targets. Targets should be simple, achievable, and realistic and time specific wherever possible. Targets should be written by the pupil and fully understood by all.

Principles:

- Systems and documentation need to complement other systems to ensure that there is no duplication
- Similarly, targets which are set need to be few in number and communicated as effectively as possible to ensure against an 'overload of targets' on pupils
- Regular reviews need to be held and written accounts of each session need to be made

- There needs to be some flexibility with targets as the situation may change

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Questionnaire distributed to mentors, mentees and school community

A. mentors

1. In your opinion, to what extent do children have obtained understanding about CRC from student to student mentoring and tutoring program?

a) Very high

b) High

c) Medium

d) Low

e) Very low

2. To what extent does the program contributed to students learning outcome (students' achievement)?

a) Very high

b) High

c) Medium

d) Low

e) Very low

3. How was the student's participation in the program?

a) Very high

b) High

c) Medium

d) Low

e) Very low

4. Would you please specify its (MTP) educational and social benefits?
5. What challenges/problems did you face while you are giving this service?
6. What lessons you learned from this program while implementing it?

B. Mentees

1. To what extent did you understand about the project's objective?

a) Very high

b) High

c) Medium

d) Low

e) Very low

2. Do you think that the program helped students to understand their rights and duties?

   a) Yes, it helped us

   b) No, it didn't help us

   c) I do not know

3. Do you think that the program has importance in your learning?

   a) Yes, it is important

   b) No, it has no importance

   c) I do not know

4. If you say yes, to what extent it has motivated your learning?

   a) Very high

   b) High

   c) Medium

   d) Low

   e) Very low

5. Do you think that the program has other benefits besides CRC, life skill and improving achievement?

   a) Yes

   b) No

6. If you say yes, please specify the other benefits

7. Do you like the program's approach?

8. If you say yes, please specify which parts of the program do you like most?

9. In your opinion, the program's time table is convenient?

   a) Yes

   b) No

10. If you say no, please specify what are the causes/reasons

11. In your opinion, the place where the program implemented is convenient?

   c) Yes

d) No

12. if you say no, please point where it should be
13. Do you think that the mentors are competent to provide this service?
    a) Yes, they are
    b) No, they are not
    c) I do not know
14. How is the mentors' commitment and motivation in listening and sharing their experience?
    a) Very high
    b) High
    c) Medium
    d) Low very low
15. How is the mentors' commitment on keeping time schedule?
    a) Very high
    b) High
    c) Medium
    d) Low
    e) Very low
16. Please specify the strengths and weaknesses of the program
17. Do you believe that the program should continue?
    a) Yes, it should
    b) No, it should not
18. What are the lessons that you learned from this program? Please specify

INDONESIA

Implementation of CRC and Classroom Management through, Model School in Magelang District

Suwarno Widodo, Arso Setyaji and L Endang Ariyantini

1 Frame of reference

Children's rights

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

Particularly, right to education as stated in article 28 of the Convention on the Rights of the Child emphasizes on the basis of equal opportunity. It reflects the fact that huge numbers of children suffer from discrimination in access to education, mainly girls, children with disabilities, minorities and children from rural communities. Since education is expensive, article 28 states the core minimum: free, compulsory primary education for all, and different forms of secondary education and vocational guidance "available and accessible" to all. Higher education must be accessible "on the basis of capacity". The article also addresses the form of education, to the

extent that States must take measures to reduce school drop-out rates and to ensure that school discipline respects the child's rights.

To uphold right to education, it should be considered as what it is called three P: s – Provision, Protection, and Participation.

1 Provision is related to the availability of children's needs like food, health, education, and recreation.
2 Protection from corporal punishment, systematic punishment, abuse, sexual/verbal harassment, etc. by virtue of CRC, and Government Act.
3 Participation is children's right to act: to actively participate in the classroom and at school like, interrupting, asking questions, answering, sharing information, etc.

Children's rights in Indonesia

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

Indonesian teachers in general have not given freedom of expression and freedom of conscience to their learners yet. In effect, most Indonesian learners are still in doubt, frightful, and shy. This condition makes learners inactive with less creativity.
Concerning Provision—children's rights to food, health and education—Indonesian government has developed programs such as providing some additional foods *(PMTAS/Program Makanan Tambahan Anak Sekolah) and milk (Gerimis/Gerakan Minum Susu)* at schools. The government also provides some natural science mediating materials and other school facilities like school net in all state SMA/SMP (Senior High Schools/Junior High Schools) throughout Indonesia through JARDIKNAS NETWORK. The government also provides it in most of Elementary schools in urban areas. Some schools, however, still lack of facilities such as library, laboratory, mediating materials, environment as learning resources.
Protection is a serious issue in Indonesia. Governments' policy on National Examination causes learners' mental depression since it is quite hard for them to pass the exam. Mistreatment and punishment are still on-going at schools. For example,

schools' punishment—by giving points for learners who break the school rule—in most favorite schools of Indonesia leads some learners dropped from their schools.
There are many learning models developed in Indonesia after traditional ones. But these changes have not, so far, successfully changed school community's attitude and behavior. Among of them are CBSA (Way of Student's Active Learning) from 1984, PAKEM (Active, Creative, Effective, and Joyful Learning) from 1994—then developed into PAIKEM (Active, Innovative, Creative, Effective, and Joyful Learning) from 2004. PAIKEM as learning model emphasizes more on way of student's self-learning. This way leads joyful learning, and becomes main principle in this model since it enables learners to arouse their motivation. This contextual model learning involves at least four main principles. The first is *interactional* process in which learners actively interact with teachers, friends, multi-media, reference, and environment. The second is communication process where learners communicate their learning experience with their teachers and friends through stories, dialogues, or role-play. The third is reflection process by which learners can recall what they have learnt and what they did. The fourth is exploration process where learners directly make observations, experiments, and interviews. Although it is an interesting model, however, there is one thing left that they lack of awareness of child rights. PAIKEM emphasizes on students' activities; without realizing that it is very exploitative. Learners are still burdened with many duties. This model will be more meaningful if teachers give learners their rights. One possibility is to combine PAIKEM with the *Child Friendly Teaching Model* (CFTM), a model developed at IKIP PGRI, on the basis of CRC, in order to accommodate child rights.

CFTM is a means of conveying the concept of child rights into classroom practice and school management. It has been developed by Indonesian change agents (from Batch 9, and revised by the following batches). It is now definitely established as a framework to be used in practice. It takes its point of departure in the three P:s (Provision, Protection, and Participation).
A school is a child-friendly place where all of the elements are addressed, and the ability to be child-friendly on each of the P's is enhanced by action.

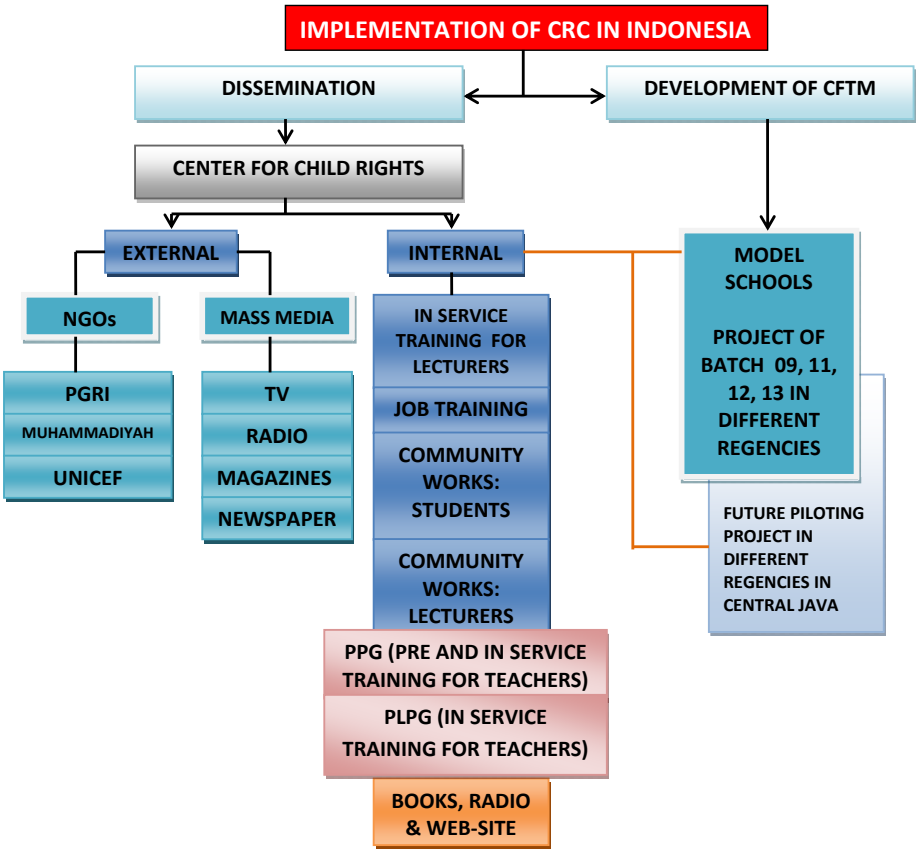
Implementation of CRC in and through teacher training

Teacher Training and Education Institute of the Republic of Indonesian Teachers Association of Semarang (IKIP PGRI Semarang) now plays an important role in the dissemination of CRC and further development of the CFTM model. The institute was established on 23 July 1981, under the foundation of Indonesia Teachers Association (PGRI) of Central Java, and it is now the biggest Teacher Training Institution in Central Java. It has four faculties of undergraduate (S1) programs: Pedagogy Faculty (with 3 concentrate programs on Counseling Pedagogy, Primary School Teacher Education, Early-child Teacher Education), Math & Natural Science Facul-

ty (with 3 concentrate programs on Mathematics, Biology, and Physics), Social Science Faculty (with one concentrate program on Civics Education), and Language and Arts Education Faculty (with 3 concentrate programs on English Education, Indonesian Education, and Javanese Education) , and 1 (one) Post-graduate program, which concentrates on Education Management. Now IKIP PGRI Semarang has more than 12.423 students (teacher candidates) and has 265 experienced lecturers. Every year, this institution trains approximately 2500 to 3000 teacher candidates who will work at schools all over Indonesia. The new policy of the institution places CRC as one of the compulsory materials given to teacher candidates.

For the sake of sustainability of the Indonesian change agents' programs, currently, IKIP PGRI Semarang has started to develop, support and facilitate a *Center for Child Rights* by empowering all the Indonesian change agents and others to conduct research and to continue development of the implementation of CRC in Indonesia, to train and educate potential human resources in CRC perspectives, and to disseminate the CRC in Indonesia. The position of the Center illustrated in the figure below shows the connections between different initiatives taken by change agents and by different actors in the implementation of CRC.

GRAND DESIGN OF CENTER FOR CHILD RIGHTS OF IKIP PGRI SEMARANG IN IMPLEMENTING CRC



Externally, the dissemination of CRC has been done and planned through and together with potential NGO:s, such as PGRI, Muhammadiyah and UNICEF, and mass media such as Indonesia Republic Television (TVRI), Indonesia Republic Radio (RRI), magazines and published books. PGRI is a teacher's organization that has already existed in national, province, and district level and that has close connection with teachers and schools in Indonesia. Muhammdiyah is one of the biggest Islamic organizations spread out all over Indonesia and has many Islamic Schools (called Muhammadiyah schools) at all levels (pre-school to university). UNICEF is an international organization which influences and contributes to Indonesia education at all levels. Mass-media has an important role, either in spreading the information, broadcasting or publishing the activities relating to CRC. Magazines and newspapers such as, "Lontar" (IKIP PGRI magazine) and "Suara Merdeka", a local (Central Java) newspaper have given some contributions in spreading the information about activities initiated by change agents.

Internally, IKIP PGRI Semarang has some units which contribute to dissemination of CRC in schools and society. *Those units are Service Training Units consisting of Job Training Unit (PPL Unit), Student Community Works (KKN), Community works for Lecturers, PPG (Pre and In Service Training for Teachers), PLPG (In Service Training for Teachers), and the public relations* which manage some media such as Radio (Edutop), Website (www.ikippgrismg.ac.id and www.crc.ikippgrismg.ac.id), and internal magazines and newspapers.

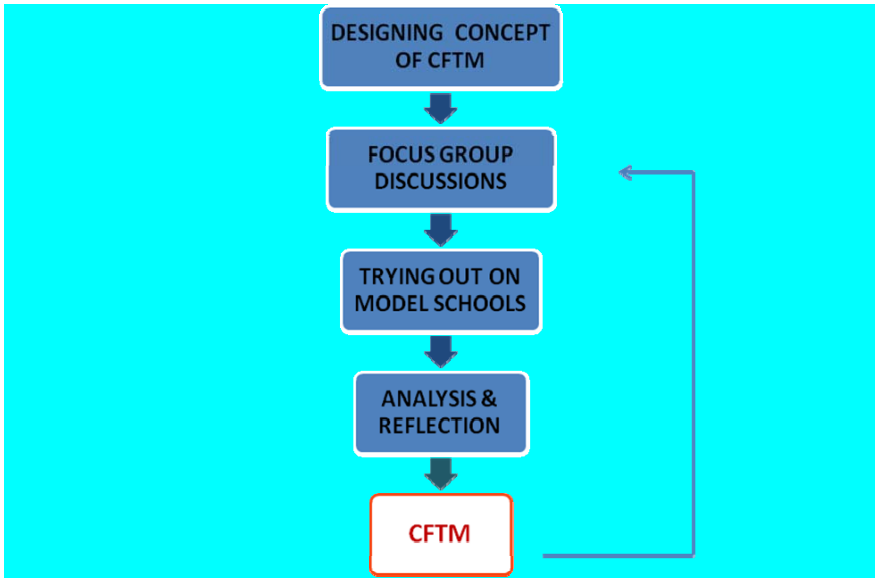
The Radio established in IKIP PGRI Semarang as education radio (EduTop FM) has been used as media to give information and socialization on CRC for the listeners in Semarang municipality and some regencies near Semarang.
A Book of Hak-hak Anak (Child Rights) has been launched and distributed to partner and model schools in Central Java, and **a Module** of CFTM has been being documented as guidance for teachers in CFTM implementation in teaching learning process at schools.

Development through Model Schools

A Model School is a selected school used as a model in implementing CRC principles and CFTM. The model School of Batch 12 is SDN Secang 1 where the project was conducted to develop and disseminate CFTM. We choose it due to the fact that the school is potential; it is the best and favorite school in Secang which has 4 plasma schools (SDN Secang 2, SDN Secang 3, SDN Kricing, SDN Ngabean). Plasma Schools are the schools under the development of the model school; they are nearby the school model as the next target in implementing CRC principles and CFTM. To support their programs they hold KKG (Kelompok Kerja Guru/Teachers Group for Work) in Model School. The program runs once a week of which activities cover

discussion, training, workshop, and peer teaching. Teachers of Model Schools become trainers for teachers of the plasma schools.

The process of designing CFTM concept is described as the following.



Firstly, CFTM concept is brought into Focus Group Discussion (FGD) with internal change agents of IKIP PGRI Semarang. Then, the results are tried out on model schools. The activities during try-out in the model schools are analyzed and reflected into the model. This model is revised in step by new Focus Group Discussion (FGD) with stakeholders.

2 The Purposes of the Project

1) To implement CRC and the Child-Friendly-Teaching Model (CFTM) in an elementary school, SDN Secang 1, Magelang District
2) To stimulate and support dissemination of CFTM to other schools (plasma schools) in the District.
3) To contribute to the development of CFTM in a long-term perspective.

Activities

a. Coordination

The activity firstly done is coordination with:

1) Rector of IKIP PGRI Semarang (6 June, 22 July, 16 Oct, 10 Nov 2010)
   Rector of IKIP PGRI Semarang Muhdi(also a change agent) fully supports our activities on the implementation of CRC either in or out of IKIP PGRI Semarang. He suggested that (a) our activities should be directed primarily to elementary schools, (b) the concept of CRC should be implemented through Students Community Work (KKN), and (c) a book publication on CRC should be prepared for students of IKIP PGRI Semarang.

2) Chairman of PGRI of Central Java (9 June, 10 Nov 2010)
   The chairman of PGRI of Central Java, Broto Sejati, who leads the organization of teachers (PGRI) throughout Central Java Province fully supports our activities, particularly concerning our project on the implementation of CRC in Central Java, Semarang and Magelang. He also suggested that we should do social works on CRC for teachers of Central Java.

3) Head of Education Officer of Magelang District (15 June, 31 July, 20 Oct 2010) The Head of Education Officer of Magelang District, Drs. Ngaderi Budiyono, supported our activities on the implementation of CRC in Magelang, particularly in Secang. He suggested that we should invite all headmasters of elementary schools throughout Secang district, and one teacher of each school. He offered us to have MoU of IKIP PGRI Semarang and Education Officer of Magelang District.

4) Headmaster of SDN Secang 1 (Model School)
   The model school is headed by Drs. Wakinun. He shared information that the school has 12 teachers, 6 classes with 251 students. The status of the model school is SSN (Sekolah Standard Nasional/National Standard School). It is accredited with qualification A. Since the students often get the best achievement, the school is predicated with the best school in Magelang District. To carry out the school programs, it gets financial supports from (1) Bloc Grant from government around 20.000 US dollars and from parents (School Committee) about 1.5 US dollars of each for grade 1 & 2 and 1.8 US dollars of each for grade 3.
5) There are four teachers of the model school as trainers for 14 teachers of 4 Plasma Schools (SDN Secang 2, SDN Secang 3, SDN Kricing, SDN Ngabean). The subjects cover Math, Natural Science, Social Science, and Indonesian. The activities are conducted through KKG (Teachers Group for Work)
6) The headmaster supported our activities, and gave us time to carry out our project.

b. Socialization

The second activity is socialization conducted by the team. It was held on 7 July 2010 in SDN Secang. There were 70 participants consisting of all principals of Elementary Schools throughout Secang district and one teacher of each. The materials cover *Penghapusan Kekerasan Terhadap Anak dari Segi Sosial dan Hukum* (The abolition of violence to children from social and law sides, presented by Endang LA), *Pengajaran Ramah Anak Berbasis 3 P* (Child Friendly Teaching Based on 3Ps, by Arso Setyaji), and *Sintakmatik Model* (Syntax of the Child Friendly Teaching Model, presented by Suwarno).

c. Training

The third activity is training and workshop on CRC based teaching. It was held in SDN Secang 1 on Saturday, July 31st, 2010 and Saturday, August 7th, 2010. The participants consisted of Headmaster and all teachers of SDN Secang 1, two teachers of SDN Secang 2, two teachers of SDN Secang 3, two teachers of SDN Krincing, and two teachers of SDN Ngabean.
In conducting this training, we worked together with other previous Indonesian team, Intan Indiati and Trimo, to be presenters. The materials cover *Teknik Pembimbingan Matematika bagi Peserta Didik Berperspektif KHA* (Technique of Teaching Mathematics for Learners Through CRC Perspectives, by Intan Indiati), *Pembelajaran IPS-PKn Berperspektif CRC (*Teaching-Learning Social Science Through CRC Perspectives, by Trimo), and Fenomena Guru SD (Elementary Teachers' Phenomena, by Trimo).

Since the schools inquired to know the lesson plan of Child Friendly Teaching Model, on June 16th, 2011 we held another training giving workshop on lesson plan. The example of the lesson plan is enclosed.

d. Monitoring

We conducted monitoring three times.
The first was on October 16, 2010. It was on:

1. Management of the model school (Interviewing headmaster of SDN Secang
2. Observation of testing in class.
3. Meeting with Students Council (OSIS)

The second monitoring was on Saturday October 30th, 2010. The activities cover:

1. Observing teaching learning process in all classes of SDN Secang 1
2. Interviewing with vice headmaster of SDN Secang 2
3. Observing teaching learning process in SDN Secang 2
4. Meeting with School Committee of SDN Secang 1

The third monitoring was on Saturday June 15th, 2011. The activities cover:

1. Observing teaching learning process in SDN Secang 1 and plasma schools (SDN Secang 2, SDN Secang 3, SDN Krincing, SDN Ngabean.
2. Interviewing with headmaster of SDN Secang 1
3. Interviewing with headmaster of SDN Secang 2
4. Interviewing with headmaster of SDN Secang 3
5. Interviewing with headmaster of SDN Krincing
6. Interviewing with headmaster of SDN Ngabean

e. Evaluating

We conducted evaluation twice.
The first was conducted in Model Schools of Secang, Magelang on February 1st, 2011. The evaluation was addressed to

1. Headmaster
2. Teachers

The second was conducted in Plasma Schools of Secang, Magelang on May 30th, 2011. The evaluation was addressed to:

1. Headmasters
2. Teachers

It was through in-depth-interviewing on: classroom management, relationship among schools community, teachers' preparation, facilities of the teaching practice, teaching learning process, school management, rules, students' participation, motivation, remedial teaching, guidance, and punishment.

f. Following Up

It is true that not all teachers accept the idea of Child Friendly Teaching Model (CFTM) because they think it is a new teaching model that is totally different from the existing one, PAIKEM (Active, Innovative, Creative, Effective, and Joyful Learning). It is important to know that changes of teaching models in Indonesia frequently happen. It is the reason for them not to easily accept the new ones. As the follow up, therefore, we introduced the idea of Child Friendly Teaching Model (CFTM) along with PAIKEM.
As a result of it, the teachers who have participated in training considered that CFTM could make other teaching models perfect because of children's rights (particularly with three P:s).
Some teachers of plasma schools who did not join the training on CRC principles and CFTM are reluctant to abolish punishment. We found that it is important to conduct further socialization on CRC principles and CFTM at the plasma schools.

4 Results

a. Practicing CRC principles in school management

The headmaster of SDN Secang 1 (model school) properly practices CRC principles in his school management. He highly motivates teachers to practice classroom management on the basis of CRC, looks at teachers' preparation for the classroom management on the basis of CRC, facilitates the child friendly teaching practice, makes fair relation and nice conversation at schools, looks at child friendly teaching process, and practices CRC principles on school management in transparency, accountability, and participation.

He is very democratic. He brings his leadership into open-minded atmosphere. Communication is highly put up; he always communicates the school problems to teachers and parents' council. And, through communication he can convince that CRC principles are properly applied in classroom and school management. He also gives learners opportunity to talk in school. For that reason, the headmaster has initiated students' council. After joining training, he thinks that the existence of students' council is significant. At September 18th, 2011 the headmaster appointed students' council of SDN Secang 1. The organization of the students' council consists of 1 (one) chairperson, 2 (two) vice-chairpersons, 2 (two) secretaries, and 6 (six) members. They are students from grade IV, V, VI—3 boys and 8 girls.

From monitoring, we found that the students' council began to play its role. The members discussed some issues concerning facilities of school (SDN Secang 1), cleanliness of the school, Canteen (Kantin Kejujuran), their teachers in teaching, their parents, their studies, and punishment. Then, they bring the result to school (headmaster). The headmaster always positively responds their proposal and wisely suggests the problem solving.

All school communities (teachers, staff, and students) support the headmaster's policy, giving students freedom to speak, and opportunity to express their ideas through students' council. Students' council of SDN Secang 1 is the first students' council at Elementary level in Indonesia since such organization only exists at high schools.

Honestly, the headmaster of SDN Secang 1 admits that our activities (socialization and training on CFTM and CRC principles) leads his leadership runs into more democratic way. He gives more spaces of participation to teachers and learners. He promises to improve provision and hold protection—no more punishment at the school.

However, such effort is not yet clearly seen in Plasma schools. They do not have students' council yet. In the coming academic years, we expect that all plasma schools have students' councils as space for learners to express their ideas and conscience.

b. Practicing CRC principles and classroom management

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

They teach using particular lesson plan of Child Friendly Teaching Model (CFTM). They teach in the following procedure:

1) always open the class with motivating apperception,
2) make rules with learners about teaching learning process,
3) always teach learners in joyful learning (no punishment),
4) properly use mediating materials,
5) constantly lead learners in active participation,
6) highly motivate learners in learning,
7) strengthen students' learning with such expressions: right, correct, good, well, excellent, perfect, exactly, definitely, etc.
8) give remedial teaching for slow-learners,
9) give enrichment for fast-learners,
10) give reflection in the end of class
11) guide learners who break the class/schools' rule without punishment.

However, some of those (from plasma schools) who did not join the training still have some rejection particularly for participation, and protection. They give little space of students' participation and agree with punishment.

It is true that some teachers feel inconvenient to have some questions, interruptions from students when teaching-learning process is going on. To build disciplines among students they still bring punishments into classroom.
For this, we expect that the teachers of plasma schools who joined Child Friendly Teaching Training are able to influence others at their own schools.

c. Practicing their basic rights in the classroom and at school

The learners of plasma schools are still afraid to practice their basic rights. Some learners prefer keeping silent and listening to the teacher than to participate in the lesson. It is due to the fact that (1) teachers give less provision (like, compliment, reward, prize, etc), (2) teachers do not give wide space to learners to express their ideas, and (3) punishment is still going on.
They are different from ones of SDN Secang 1 (model school); they enthusiastically practice their basic rights in the classroom and at school. They express their ideas, ask some questions, answer teachers' questions, and make an interruption. They are also very active in learning, do their tasks well, practice fair relations and nice conversations with teachers and their friends at schools, enjoy working in group, and obey the rule they made.

We are sure that this condition will grow together with teacher's effort to give wide space of students' participation and no more punishment is given (change to responsibilities).

d. Supporting CRC practice in the classroom and at schools

The school committee (parents' council) of SDN Secang 1 (model school) fully supports CRC practice in the classroom and at schools. It is true that the role of parents' council is quite significant. It will influence the headmaster's policy. They agree and believe that the headmaster and teachers will do the best for their children. Moreover, the goal of Child Friendly Teaching Model is good for students. They all the way agree to change punishment into responsibility.
This is the result of meeting with school committee (parents' council).

1) The school committee gives full support to the school.
2) They participate in controlling and funding the school.
3) They trust their children's studies to school since the school was considered well-reputed.
4) The school is categorized as a National Standard School.
5) Parents are willing to give financial support since they realize that good schools need adequate facilities (*Jer Basuki Mawa Bea*)
6) No complaint from students about corporal punishment.

We hope that this will also happen in plasma schools.

e. Supporting CRC practice in the classroom and at schools throughout Secang.

The head of education officer of Magelang district fully support CRC practice in the classroom and at schools throughout Secang and hope that the model school enables the teachers to spread out CRC principles throughout Magelang beginning from plasma schools.

5 Discussion and Reflections

Convention on the Rights of the Child is not well-known among Indonesian society. It needs a range of activities such as socialization, training or workshops to intro-

duce it. Indonesian school community (principals, teachers, staff, learners, school committee) needs understanding on it in order that they know child's rights and they bring CRC principles into classroom and school managements.

From the results above, we still find some obstacles, particularly time. It takes time to change behavior. Present teacher's behavior in Indonesia is the result of transferring behavior from their previous teachers. It is a behavior that is historically conditioned. As mentioned in our frame of reference, current Indonesian teachers are born in New Order Era (1965-1997) while teachers in the Era are the product of colonial education. Unfriendly teaching model has been a cultural heritage from generation to generation.

Fortunately, Reform Order (1998-) has come. It changes the color of Indonesian Education. Freedom of expression and freedom of conscience influences Indonesian human living. Today, Indonesian people may speak anything, except being anarchist. Democracy education grows in real life not only in words. However, it does not much change unfriendly teaching. We still find authoritarian leadership from principals, "killer"-teachers and some kinds of punishment at school. This may be an excuse for some factors considered as obstacles.

It takes some efforts to minimize the obstacles; we consider them as challenges. The challenges come from cultural and socio-economic factors as well as family background. For example, corporal punishment still happens at home and in society.

It is a strategic way to protect children from all kinds of violence beginning from school. Principals and teachers play an important role to create a child friendly society. Teachers, particularly, have great influences toward society. Teacher in Indonesia is called "Guru" (short for Javanese words 'digugu/believable' and 'ditiru/exemplary'). In fact, teachers become examples in our society way of living, mainly in some Indonesian villages.

In order to manage the rejection of disseminating CFTM at school (particularly from teachers), we should not introduce it as a totally new teaching model; we should accommodate the existing model such as PAIKEM into an integrated model that focuses on CRC principles with 3 P:s (Provision, Participation, and Protection).

6 Way Forward

We will work together with the model school to spread out CRC principles and classroom/school management to plasma schools, we expect in long term the headmasters and all teachers of those schools to adopt CRC principles and Classroom management as their natural integration in the classroom processes and school life.

We are, together with other Indonesian teams, going to work all out in action as it is described in the "Grand Design" in the Introduction.

There are many corporations/companies in Indonesia. It is hoped that we can get social responsibility (called CSR) from corporations to build social activities like

support to education, reduction of poverty, and improvement of the environment. We also hope for financial support to spread out child rights education.

Government and local government play important roles to support our activities and make child rights into a policy. From this year 2011, local government (Semarang City) has promoted "Child Friendly City". Of course, it begins from schools (with Child Friendly Teaching) where many alumnae of IKIP PGRI Semarang teach. It can mutually accelerate the success of CRC dissemination, particularly in Central Java.

Attachment 1

Lesson Plan (example)

School	: SD Secang 01
Class I Semester	: V / I
Subject	: Social Sciences
Number of Meetings	: 1 x meeting

a. Standard Competence

1. Appreciate various kinds of national historical heritage at the times of Hindu, Buddhist, and Islam; Islamic diversity appearance and ethnicity, and economic activities in Indonesia.

b. Basic Competence

1.2 Telling historical figures of Hindu, Buddhist, and Islam in Indonesia.

c. Indicators

1. Grouping historical figures of Hindu, Buddhist, and Islam in Indonesia.
2. Mentioning historical figures of Hindu, Buddhist, and Islam in Indonesia.

d. Learning Objectives

1. Through discussion of historical figures, the learners are able to classify historical figures in periods of Hindu, Buddhist, and Islam in Indonesia with megastar card carefully.
2. Through the game looking for partner, the learners are able to mention historical figures in Hindu, Buddhist, and Islam in Indonesia correctly.

e. Instructional Materials

Historical figures of Hindu, Buddhist, and Islam in Indonesia.

f. Time Allocation

1 x 35 minutes

g. Method

Discussion and games

h. Learning Activities

1. Introduction:

Preparing students physically and psychologically to join the class through slogans (PARTICIPATION)
Asking some questions concerning the previous material and the material that will be studied. For example: The teacher asks the kingdom patterned Hinduism, Buddhism, and Islam (PARTICIPATION)
The teacher explains the learning objectives and scope of the material according to the syllabus (PROVISION)

2. Main Activities

a. Engaging:

1. Forming a group; each group consists of 4 students. (PARTICIPATION)
2. Giving the name of group with the names of Kingdoms—Hindu, Buddhist, or Islam in Indonesia. (PARTICIPATION)

b. Activating

Each group discusses the royal figures of Hindu, Buddhist, Islamic and breaks it down by the megastar card. (PARTICIPATION)

c. Sharing

1. Each group reports the results of their discussion. (PARTICIPATION)
2. Students do the game by looking for a partner with word cards. For example, students who obtain a card bearing the famous king of Majapahit, then

he should look for friends or couples who carry cards bearing Hayam Wuruk. (PARTICIPATION)

3. Students who already get a couple reported to the teacher. (PARTICIPATION)

d. Empowering

1. Teachers give rewards to students who get the best results of their discussion by giving an asterisk. (PROVISION)
2. Teachers provide good reinforcement in verbal and non verbal students who have managed to find a partner correctly. (PROVISION)
3. The teacher provides motivation to students who have not been optimal in learning. (PROVISION)
4. Each student writes the result of reflection on the material that has been submitted. (PROVISION)

3. Closing

1) Learners with their teachers concludes the material (PARTICIPATION)
2) Students work on the evaluation (PARTICIPATION)
3) Provide follow-up to give students assignments to find the name of the character and his kingdom and the history of the internet (PROVISION–PARTICIPATION)

j. Assessment of Learning

Procedure : Post test
Type of test : Written
Test form : Fields

Attachment 2
Points of Monitoring Instrument

No	Description	SCORE			
		1	2	3	4
A.	**Headmasters** 1. motivate teachers to practice classroom management on the basis of CRC 2. look at teachers' preparation for the classroom management 3. facilitate the teaching practice 4. practice fair relation and nice conversation at schools 5. look at practicing teaching learning process 6. practice school management in transparency, accountability, and participation 7. accept special need students				
B	**Teachers** 1. open the class with apperception 2. make an agreement with students in teaching learning process 3. teach students in joyful learning 4. teach students with proper mediating materials 5. lead students active 6. motivate students in learning 7. strengthen students' learning 8. give remedial teaching for slow-learners 9. give enrichment for fast-learners 10. guide students who break the class/schools' rule 11. end the class with reflection.				
C	**Students** 1. are active in learning 2. do their tasks from teachers 3. practice fair relation and nice conversation with their friends at schools 4. are willing to do their work in group 5. obey the rule				
D	**School Committee** 1. actively support financial resource 2. actively participate in making school budget 3. actively communicate with headmasters and teachers in practicing CRC 4. make an agreement with headmasters and teachers in practicing CRC 5. control CRC practice at school				

SIERRA LEONE

Awareness Raising among Councilors, School authorities and Stakeholders about the United Nation Convention on the Rights of the Child and the Formation of Student Representative and anti-bullying councils at Young Muslim Primary School in Kenema.

Yayah Leigh

1 Frame of reference

The Chinese adage that a million miles journey begins with a single step is apt for this project. Indeed, it had been a long journey.

Sierra Leone as a country in particular and Kenema as a District like other developing countries and regions of the world have come some good way in the start in addressing the need and aspirations of children. Through advocacy from both community based and non-government organizations like Save the Children UK, Action Aid, War Child Holland, OXFAM and the United Nation International Children Fund a lot have been achieved in both legislation and practical measures in safeguarding the right of the child. For instance in 2007, a historical; Bill, the Child Right Acts was passed into legislation providing theoretical, legal and practical framework for comprehensive safeguard and protection of children in the country. Social commentators have hailed the said Bill as a solid foundation for the development and consolidation of democratic gains since the end of the eleven years brutal civil war which had severe consequences on the physical and psychological development of children in the country. Indeed at the end of the civil war which greatly affected Kenema and the Eastern region as the war had originated from there, more than forty five thousand children died in the region under the ages of seven and

fifteen, about two hundred thousand malnourished, eighty thousand lived in poverty and about ten thousand dropped out of school. So the issues of children in Sierra Leone have become more visible at national and local levels because as a people and government, we have come to the realization that security, adequate nutrition, water supplies, Sanitation and basic medical care would prevent many of the deaths and misery that our children have endured for years unabated.

Sierra Leone has experienced steady improvement in security and political stability since a decade of armed conflict ended in 2002. Peaceful national democratic elections were held in 2007, and efforts to strengthen government institutions and promote reconciliation are being pursued. Economic growth returned during the post-conflict period, averaging about 7.7 per cent per year between 2003 and2007, driven mostly by the agriculture and mining sectors.

Sierra Leone ratified the Convention on the Rights of the Child in June 1990 and its two Optional Protocols in September 2001 (on the Sale of Children, Child Prostitution and Child Pornography) and in May 2002 (on the Involvement of Children in Armed Conflict). These commitments were subsequently enshrined in national legislation through the 2007 Child Rights Act – which supersedes all other national laws and is considered compatible with the Convention and the African Charter on the Rights and Welfare of the Child. The Child Rights Act forms the basis of a stronger framework for protecting child rights.

However, the road to its implementation is long. The country still lags in economic, social and human development. Although richly endowed with mineral resources, Sierra Leone ranked at the bottom of 177 countries and territories in the United Nations Development Programmes most recent Human Development Index.

2 Purpose (aim)

The purpose of this project is to raise awareness about the daily challenges that children are faced with generally in Kenema and the formation of student representative and anti-bullying councils at Young Muslim Primary School Kenema in particular. Thus, the questions of what are to be different and what is to be changed arises realistically, one of the things that are to be different is the mindset of the community in their relations with children. Change is fundamental for human progress, and for it to be practical and sustainable, it most begin with the mindset. That is for Kenema in general terms and Young Muslim Primary school to be specific, the problems identified can only be solve when adults changes their attitude and mentality when dealing with children. This can serve as a cornerstone or building blocks for the development of positive disciplines and attitudes towards children. As moral guarantors for the welfare and general wellbeing of our siblings we must learn to set

examples of best practices and behaviours.Since children grow up in a community and not in isolation, we should try to adjust our social, economic and political behaviours in a way that is worth emulating. This is because the children will learn from the behaviours and practices of adult through the various agents of socialization like school, family, mass media and peer group influences .Hence it is incumbent on all and sundry in Kenema in particular and Sierra Leone in general to put actions, attitudes, values, norms and customs that are right based in both approach and practice. In a nutshell, for us to develop a more democratic and all inclusive society that is based on rule of law, justice, peace development and economic prosperity we must learn to listen and respect the clarion call by children for their rights to develop maintained and protected.

Similarly, the call on the ban on both corporal punishment and female genital mutilation (F.G.M.) should be respected in the best interest of the child. Though some might argue that to spare the rod and spoil the child is a costly mistake. Research has proven beyond all reasonable doubt that assumption is erroneous and faulty because of the fact that violence against either children or adult can only help to develop a culture of violence which is detrimental to peaceful coexistence. Violence promotes hates and hates in returns facilitates extremist tendencies.

Also, the issue of F.G.M. should be considered as neither culture nor traditions as it is both inhumane and cruel. Times without numbers we have seen and read stories of minors dying the in the hands of traditional initiators. What a slap in our face as a people and nations in the 21st Century that still cling to outdated customs and practices. Though this F.G.M had been a source of income to some families this most not make us blind to the realities about the health hazards and risk factors it posed to our young sisters especially in the face of mounting HIV and Aids pandemic. All is not lost as we can still get a meaningful living without jeopardizing the health and future of others. Collectively we can protect and promote the best interest of the child while at the same time laying a solid foundation for future generations.

Thus, I urged the school authorities at Young Muslim Primary and others concerned for an improvement in infrastructure and furniture at the school. There is a need for the construction of toilet as there is none in existence. Also, since the school is located in the middle of town and it lacks perimeter fence, funds should be allocated to provide a fence so that the children can be protected from vehicular and motor accident. Also, the children should be given more opportunities to contribute in positive ways through discussions and sharing of ideas about what is to be done so that the school can meet their learning needs. Finally, the school authorities should give consideration towards banning corporal punishment in the school as it had both physical and psychological impacts on the development of the child.in summary, the school administration and relevant stakeholders should ensure that Young Muslim

Primary School provide a conductive environment in the school that is child friendly and accommodative. The necessary materials like text books, pens, pencils, desks tables, blackboards and conditions like improved salaries for teachers at the school should be ensured so that effective and efficient learning can take place.

3 Methodology/Activities

The project is meant to engage in a holistic manner the Municipality of the Kenema City Council and its environments through radio discussions, council meeting and the establishment of student representative councils and anti-bullying committees at Young Muslim Primary School about the key concepts of Protection, Participation and Provision for children as guaranteed by the United Nations Convention on the Right of the Child.

In terms of activities or methodology, a careful and a lot of tactics were employed to achieve this objective of raising awareness among people in Kenema district.

I started to make a formal presentation to the Council Chairman and cross section of councilors who are the official representatives of different people, civil society and grassroots movements within the Municipality. Upon consultations, the council identified accident from cyclist commonly known as OKADA, sexual exploitation from teachers in the form of favor for grades and early marriage as priorities that need urgent and outmost attention. In this regards, the council called on the chairman of the bike Rides Association on the 23rd of August 2010 and explained the menace their organization has caused within the township and its environment. It is important to note that since the commercialization of motor cycle in Kenema which dates back to early 2000, more twenty students have lost their lives and more than hundred injured. It is of interest to state here that most of these riders are early school leavers and some are active students that dodge schooling for money. Accident during and after school activities were so alarming that some parents prevented their children and wards from attending school for fear that they will lose their lives enroot to school since the roads within the municipality are so small and narrow without any provision for footpath.
The superintendent of police in charge of traffic who was present at the stakeholders meeting warned cyclist to desist from reckless riding and ensure that they conduct their business within the limits of the 1964 Road and safety Acts which places premium on the safety of the motorist and pedestrians alike. Also, he issued directives from immediate effects that all school going children under the age of eighteen were henceforth banned from engaging in riding motor cycle for commercial purposes.

Furthermore; parents were encouraged to be vigilant in monitoring their children and report any abnormalities to the various law enforcement agencies for actions.

The Chairman of the Council warned all those present to take the issue of protecting children as a responsibility of both the parents and state. He further added that the dreams to transform the social, economic and political lives of the citizens of the council will remain an illusion until the welfare of the child is brought into mainstream in all of council's policies. He urged all and sundry to be responsive in positive manners towards the needs and aspiration of children as the values of good citizens has to be cultivated in the mind of the children. He also mentioned that children should be allowed to achieve their full potentials without any form of harassment and intimidation from parents and law enforcement agencies.

The head of the bike Riders association thanked the council for bringing the attention of his organization the sufferings and loss of lives which he personally regrets and made promises to take necessary actions to remedy it. Also, he promised to collaborate with the traffic department of the police within the municipality to weed out riders that do not possess driving licenses and the few that rides without any regards for laid down rules, regulations and procedures.

On the 22 of September, 2010 all school heads and representatives within the municipality were summoned to attend council meeting to discuss the issues of sexual exploitation and harassment. After a brief statement from me, the supervisor of education for the council in which I highlighted the growing problem of child molestation and exploitation from teachers and ordinary citizens. Various school representatives shared their opinion on the subject matter ranging from causes to possible solutions to the menace.

The principal at the Nasir Ahmadiyya Muslim Secondary School, and chairman of the organization of principals in the Eastern region, recognized the extent to which sex for grades and bullying had become a worrying trend among all schools in the municipality. He suggested one possible cause of sex for grades had been the lack of ethics and professional training among most teachers in the region. He urged the principal of the Eastern Polyphonic Teachers training College to emphases ethics and morals to all their trainees as the social foundation of the locality is under treat. Teachers and principals were reminded about the need to serve as role models and setters of good pace.

As for bullying among pupils and teachers in schools, which is a daily occurrence some of which go unpunished, we suggested the need to establish anti-bullying groups in schools to ensure that children go to school in an atmosphere of peace security and development. Furthermore, I suggested that Ahmadiyya Secondary School serve as a pilot project for the implementation of the anti-bulling group and student representative councils. The idea of school prefects which is very popular among schools was to be synchronized with student representative councils.

On the 14th and 15th of October respectively, I in collaboration with the school authorities at Ahmadiyya secondary School in Kenema established anti-bullying and student representative councils. Since then the idea is very popular among students and teachers alike.Futhermore, the council made arrangements with the Sierra Leone broadcasting station SLBS, SPIN FM, and Radio Nongowa to discuss and share ideas with interested members of the public about the need to promote and protect the welfare of children. Durning the interactive discussion programs, on the 21st, 22nd, 23rd and 24th of October 2010, I explained the ideals and values of the United Nations Child Rights Convention and additional Protocols .Also, I tried to explain the Child Rights Act of Sierra Leone as an instrument and source of national legislation. Various challenges which range from harmful traditional practices, economic and political issues which affect the development of the child were discussed.

During Mentors visit in April, we visited the project site at Young Primary School where she had the opportunity to meet with members of the student representative council and anti-bulling committees. Members of the committee and councils included classes five and six. After a brief introduction of council members by the head teacher, Mr. Jah and mentor Lena had discussions with them on various topics as it relates to the project at the school.

The mentor also make a tour of the various classes and saw the school furniture and infrastructure and on the second day we held a meeting with the school authorities including the proprietor of the school, parents, teachers and head teachers. Similarly, Lena paid a call at the Kenema City Council and fruitful discussions were held with the chief administrator and cross section of councilors. During the visit the mayor of the municipality of Kenema welcomed Lena on behalf of the township and the people and assured Lena of councils continued support towards safeguarding and promoting the best interest of the child.

4 Results

Specifically, the Project at Young Muslim Primary School Kenema, in this context should be seen as an attempt at a micro level to ensure that children at the school participate in decisions that affect them and demand that they are protected and provided for as well. Since the concepts of protection, participation and provisions are crucial to the realization of the general ideas that the United Nations Convention on the right of the Child. In terms of participation, the student representative councils now serve as the voice of the voiceless. In other words, the council articulates the interest and aspirations of other students through collective bargain with school authorities.

Also, the anti-bullying committee serves as a vanguard in the protection of children especially in matters that deals with bullying and other anti-social behaviours. The student body had been able to develop ideas, knowledge and skills to mediate, counsel and confront some of these challenges of bullying and petty squabbles on a daily bases. This is very important because when one review's the United Nations Convention on the Right of the Child, one can realize that articles 19, 20,and 32-36 emphasizes the obligation on state parties to protect children at all times. In addition to that, the convention under article 12~17 demands participation from children in activities that has bearings on their general welfare. Furthermore, article, 6, 24, 26, 27.1, 28~29, 31 of the said convention emphasized the need for state parties to provide for children. In simple terms, the project has tried to fulfill these various articles as they relate to the United Nation Convention on the Rights of the child.

For instance, the student councils have served as a link or bridge of communication between the pupils and teachers and parents by extension. The students have become reliable partners in running the day to day activities of the school as the now play crucial roles in organizing assembly with support from teachers and the school administration. Also, there is an increasing level of cooperation between the teachers and student representatives as the latter plays the role of an advocator for the welfare of their companions. It has served as source of empowerment for students as they will be directly involved in the activities and processes of learning. Similarly, the project has serve as an eye opener for the school because the school administration has come to the realization that urgent steps need to be taken to salvage the problem of furniture and learning materials .In this connections, the head teacher Mr. Jah has put in place a comprehensive project proposals to the Kenema City Council and the Ministry of Education Science and Technology for funds and donations for the rehabilitation of the school. In addition to that, the Seminar at the Kenema City Council on Child Rights, Classroom and School Management where Lena discussed the issues of children's needs and rights have help to broaden the understanding and knowledge of councilors and teachers from different schools that were present including the Young Muslim Primary School.

5 Discussion and reflections

As an administrator that is directly working with schools and the general welfare of children I see the training at Lund University on Child Rights, Classroom and School Management as an opportunity to get a broader perspective about education in general and Child Rights in particular.

The awareness raising and various activities had been very challenging especially when one takes into consideration the fact that I have other official assignments to respond to. However, I am grateful for the resilience and courage shown by both

teachers, parents, councilors and stakeholders and pupils in ensuring that the dignity and well-being of our children is promoted and discussed for necessary policy action that can translate into a more positive strives by ensuring that they participate in the process of learning as well guarantee that they are protected in their various schools. Indeed a million miles journey begins with a single step and judging by the cooperation of the community and all the parties' involved, I have no doubt that the culture of tolerance and self-restraint is developing and will be matured as time passes by.

Though we started as team and the first batch from Sierra Leone to have benefitted from this training, a lot had been learnt both as a team and individual level. Here I will dwell more on the individual experience since the other two participants left the project immediately we returned from Sweden. Personally, a lot have changed both physically and psychotically. In other words, I have come to see the child from a different perspective not as an object but subject. This change in perception has brought me closer to children and realized that they are really vulnerable but as well have capacities for resilience in coping with and even surmounting the effects of poverty, ill health or violence. Also, I have come to learn the idea that right based approach can be a bedrock for building a more just and balanced society because it recognizes the fact children have a right to be protected, but also that they are entitled to participate in society and to have their voices heard on the issues that affect them most. In other words, Children have a role to play in shaping their personal futures as well as the institutions within their society, their families, schools and community.

One of the greatest challenges durning this entire programme has been the fact that most of the people that were involved in the change project thought it was an issue of Non-Governmental organization where money was given for the implementation of the said project. Lena can attests to the fact that it took a considerable length of time to explain the ideas and values behind the change project. This came out vividly at Young Muslim Primary School when the proprietor of the school asked Lena for intervention with learning materials and the constructions of more classrooms since the building was not enough for the students. This was a clear demonstration of the fact that the culture of Non-Governmental Organization is deep rooted in the thinking faculty of most people in Sierra Leone. Another constrain was the fact that the Council where I work is located far away to Young Muslim Primary School .The fact that there is no budget for project activities is a hindering in this Sierra Leone context, for examples, printing of materials, children's activities etc. Also, the tight schedule at work does not allow activities to be carried out as planned as adjustment was always needed so as not to compromise my official responsibilities. Most of the training of student representative councils and anti-bulling committees were carried out durning the weekend whilst the radio discussion programmes were done at night to ensure a wider audience.

Since the beginning of this project some important issues steps forward had been achieved though some challenges still remain. The desire to raise awareness and form partnership with the Kenema City Council and other stakeholders in order to get comprehensively understanding about the United Nation Convention on the Rights of the Child, the formation of student representative Councils and anti-bullying Committees at Young Muslim Primary school has brought about a high level of understanding about the Convention and cooperation among teachers, students, parents or ward representatives.

Another fundamental change that I have personally observed at the Young Muslim Primary School is the fact there is high spirit of enthusiasm on the parts of both teachers and students to promote and maintain the ideas of student representative and anti-bulling committees. These enthusiasms have convinced me about the continuity of the project in the school as there are high hopes that children can be an integral partner in the school administration. When I spoke with the council representatives at Young Muslim Primary School about their impression about the project, they expressed satisfaction with their individual and collective roles in making contributions and agitating for the rights of others. As for the head teacher, he promised to work with his staff, pupils, parents, council and the Ministry of Education Science and Technology in promoting the rights and encouraging participations from students in the administration of the school. As for the Kenema City Council, the authorities at the council have consented to the provisions of the necessary policies and guidelines that emphasize the protection of the child during the process of learning.

During Phase Four in Uganda, I came to the realization that indeed the ideas in the training can be practicalised not only in a developed country but among developing ones as well .The visit to Buganda Road Primary School in Uganda left one impression on my mind that Africa like other developing countries had the onus to do more by investment in education. The played staged by the students at Buganda Road Primary School in a form of a poem to welcome us was indeed a challenge to the conscience of all that were present to do more to promote and protect the children in the world. Also, I was impressed by the level of cooperation among the Coalition of Change Agents in Uganda. Despite the hospitality and the good will gestures, I was moved by the level of cooperation among the former participants as this was a clear indication that networking was essential among current and former participants to strengthen both national and regional cooperation. Frankly, Uganda was an eye-opener in many aspects as it vividly demonstrated how reforms and support can be brought about meaningful and everlasting change.

6 Way Forward

I am with the firm conviction that the necessary and enabling condition had been created for further discussions and sensitization about the Convention on the Rights of the Child. As discussed in the project activities, the foundation had been laid for necessary policies and law enforcement to be carried out so that the children in Kenema and its environs can realize their full human potentials. As evident from the report, there is every need for more resource allocation towards improvements in the infrastructure of schools within the municipality in general and Young Muslim Primary School in particular. Also, as proscribed by law, female genital mutilations should be stopped by providing people that are engaged in such practices with an alternative source of income. Furthermore, as a community, the people of Kenema most invest in the future of their children by providing, protecting and allowing them to participate in activities and decisions that may affect their wellbeing. Hence, I suggest that committee for children are established in the council with participations or representation from Child advocacy groups and other interested partners.

TANZANIA

Reducing Child to Child Bullying in Primary Schools in Tanzania, the Case of Kongowe Primary School in Kibaha District

Demetria M. Hyera, Robert W. Kimambo and John E. Ole Meiludie

1 Frame of reference

Introduction

Tanzania ratified the UN convention in 1991 and the African charter and the Rights and Welfare of the Child in 2003. The ratification of the convention followed by establishment of policies, legislation, services, resources and administrative reform to ensure that the right of the child is upheld and the implementation of CRC is in place. This is followed by enactment of the Landmark law of the child 2009.

1.1 Concept and types of bullying

The incidents of children bullying as reflected in various studies done in Tanzania and elsewhere, are wide spread. Bullying in Tanzanian context is an act of a person being picked on over and over again by an individual or group with more power, either in terms of physical strength or social standing. In the study by Dedham, 1997& Olweus, 1994) conducted in the beginning of the 70's in Norway and Sweden, involving millions of students from primary, secondary and high school, bullying is considered an intentional behaviour, with the specific goal of doing harm to

someone weaker. To be considered bullying in either context, the interactions must show:

an intentional nature - the bully deliberately brings damage to the victim;
persistency - the attacks are repeated over time;
an imbalance of power – often the bully is stronger than the victim, who is not able to react effectively.

According to Fekkes, M., Pijpers, F. & Verloove-Vanhorick (2005), the most common categories of bullying include:- Name calling and hurling insults; "teasing" or consistent comments about height, weight, appearance, possessions, abilities, religion, ethnicity, or sexual orientation; physical contact including hitting, kicking, punching, pinching, pushing, hair pulling or spitting; stealing, hiding, defacing or breaking one's possessions; spreading rumours about someone; shouting at or about someone, ignoring and/or singling out for exclusion from activities; making sexually suggestive comments to or about someone; making unwanted sexual advances toward you; sending you insulting or harmful emails, text messages or instant messages; posting hurtful information, rumours or pictures of someone on a website or blog and putting pressure on someone to say or do something with which he/she is uncomfortable.

Other scholars like (Bullock, 2002) have, however, categorizes bullying into three type which are physical or direct, psychological and indirect bullying. The physical or direct encloses behaviours such as to hit, to kick, to push, to steal, to threaten, to play in an intimidating way and to use weapons. The psychological one refers to calling names, to tease or to annoy someone, to be sarcastic, insulting or injurious, to make faces and to threaten. The indirect one, less visible, includes to exclude or to reject somebody from a group.

1.2 Baseline study

In order to get the magnitude of the Problem the baseline study was conducted in September 2010 at:

- Ubungo National housing Primary School – Dar es Salaam
- Kunduchi Primary School – Dar es Salaam
- Kongowe Primary School – Coast Region

The sample comprised of 100 pupils per school. In order to collect information within a short time, the following instruments were used:

- Interviews for teachers
- Questionnaires for pupils

Study findings

Victims	Ubungo Pr.Sch	Kunduchi Pr.Sch	Kongowe Pr. Sch
Young's	98	80	85
Girls	79	80	80
Lower classes	90	85	80
Disables	05	16	20

Out of 300 pupils,

- 263 (87%) said elder pupils bull young ones
- 239 (79%) said boys bull girls
- 255 (85%) said higher classes bull lower classes
- 41 (13%) said able bull disabled
- 202 (67%) said biting is the most common bulling type
- 262 (87%) take their complains to the teachers
- 214(71%) admitted to have been bulled

1.2 Reasons for bullying

There is no one single cause of bullying among children. Rather, individual, family, peer, school, and community factors can place a child or youth at risk for bullying his or her peers

However, studies reveal two main reasons why people are bullied. The first is because of appearance and second is social status. Bullies pick on the people they think don't fit in, maybe because of how they look, how they act (for example, children who are shy and withdrawn), their race or religion. Bullying is also psychological, In fact, positive interactions as well as conflicts and disputes with a brother or a sister provide a natural context in which children can learn mediations skills, respect of the others, empathy and caring in a relatively protected environment . If younger chil-

dren have older brothers, they can experience a higher level of aggression and assimilate and transfer this problematic behaviour into the school context. Children who experience high levels of conflict and low levels of affect are more likely to show social problems in the peer context (Fekkes, M., Pijpers, F. & Verloove-Vanhorick (2005).

1.3 Age Demographics of Children in Tanzania and the essence of protection

According to REPOA (2007), Tanzania's child population is large. Half the total population is under the age of 18 years. Current projections are that over 18 million Tanzanians are below the age of 18. Since children represent more than half of Tanzania's population, and because they are weak, they must rely upon others who are committed to respecting, protecting and fulfilling their rights. This includes leaders at all levels, including members of parliament, councilors, government officials at national, district and local level, religious leaders, judges, lawyers, police, social workers teachers, health workers, media professionals and many more.

1.4 Vulnerability of children

Vulnerability refers to the risk of adverse outcome, such as social exclusion like being denied right to education. If vulnerability is a reflection of lack of control and protection, then all children, and especially young children, are vulnerable simply because of their age. Child participation is important because a society that listens to and engages with children, and respects their rights, is a society that respects the core principles of equality, non-discrimination and social protection for the most vulnerable. It is a society that will listen to children more closely when they are abused, exploited and at their most vulnerable. Child participation in school governance improves school attendance and results, reduces abuse and conflict and keeps more children in school for longer.

1.5 The scope of child rights in Tanzania

Tanzania ratified the UN Convention in 1991 and the African Charter and the Rights and Welfare of the Child in 2003 also has put in place the Child Development Policy in 1995 (URT, 1995) and enacted the landmark law of the child in 2009 (URT, 2009). Ratification of regional and international Conventions on the rights of a child in itself is an important step in recognition of the child in the country. The enactment of the law of the child which is a very recent product of the Parliament of Tanzania, and the policy on the development of the child give provisions for child protection against all kinds of humiliation in the country. Tanzania's leading children's organizations have joined The Children's Agenda, an initiative that aims to ensure children's issues are well represented in the October 2010 elections, featuring in party manifestos and commitments of the future government

1.6 Effects of bullying in schools

A study carried out in Dar es Salaam-based primary schools in 2009 indicated that punishments, bullying and other forms of violence are among unpleasant behaviour done to children in 201 schools in Dar es Salaam region, according to reports by Plan International. (Staff Writer ICHIKAELI, 27th March 2009).

According to Winhold, B. (2000), one of the most painful aspects of bullying is that it is relentless. Most people can take one episode of teasing or name calling. However, when it goes on and on, bullying can put a person in a state of constant fear. Bullying isn't just another form of aggressive conflict. It's about repeatedly harassing a vulnerable, lower-status victim. When this is done to weaker pupils any of the following effects is inevitable: Frequently be absent from school, be afraid of, or even change the route to and from school, and skipping certain classes and activities. Others are decline in schoolwork and marks, losing confidence in themselves and their abilities, have frequent and unexplained cuts, scrapes and/or bruises, become withdrawn and anxious, seem sad and cry more frequently, seem angry and become violent or have outbursts more frequently.

2 Purpose

The broad aim of this project was to eliminate all types of bullying in primary schools in order to create a conducive environment for learning. Specifically, the project sought to:
Establish functioning structures and processes in schools to handle bullying cases.
Make ant bullying campaigns in schools sustainable.

3 Methodology

The project employed various samples, techniques, and procedures such as observation, interviews, questionnaires, documentary review and actions like consultations, holding meetings, forming committees, and preparing posters and T-shirts.

3.1 Sample for the project

The population for the project included 18 teachers, and 1080 students of Kongowe Primary school in Kibaha district. However, for easy management and handling of the project an initial sample of 12 teachers and 30 students was drawn from the population after carrying out awareness creating meeting to all the school community.

3.2 Observation

The change agents visited the school openly and observed various activities going on with focus on types of bullying involved. However, in order to eliminate mimicked behaviours shown when one knows that some is observing, sometimes change agents visited the school compound unnoticed and went on observing things happening.

3.3 Interviews and questionnaires

Students and teachers were exposed to interviews and questionnaires in order to ascertain if bullying is a problem and how it was formally handled by the school community. Open and closed ended questions were employed to get facts and opinions.

3.4 Documentary review

Documents like school regulations, school and class meetings records, punishment records and attendance registers were perused to see if incidents of students to students bullying were part of the records and if there are truancy cases related to bullying.

3.5 Consultation

The organizations consulted for advice and any relevant assistance were TEN/MET (Tanzania Education Network) together with HAKIELIMU. Others were CO-

CACOLA and IPPMEDIA for financial support and broadcasting anti bullying campaigns in the media.

3.6 Holding meetings

Change agents held meetings with teachers and students. The meetings were meant for creating awareness about observing child rights at school.

3.7 Forming anti bullying committees and clubs

In collaboration with teachers the change agents formed teachers' anti bullying committees. The agents also formed students' anti bullying committees and clubs.

3.8 Preparing posters

Change agents prepared posters with messages that denounce bullying at school. These were posted on walls and notice boards for the whole school community and visitors to read.

3.9 Preparing T-shirts

To start with students' committee members were supplied with one T-shirts each with pictures and words with messages which do away with bullying within and outside the school.

4 Results

4.1 The observation conducted revealed numerous incidents of students bullying each other. The common types of bullying observed were hitting, hurling insults, threatening and taking some ones belongings forcibly. The observation also revealed that most bullying took place during break times and when students are on the way to school and when going back home.

4.2 The interviewed teachers provided that there were no formal procedures for dealing with students to students bullying in the school. They informed that bullying cases do happen but they are dealt with just like normal indiscipline cases. Likewise, the interviewed students revealed that bullying is a common phenomenon in their school and when it occurred they informed teachers on duty and the bullies were punished and that is all. The interviewed pupils also informed that there are some students who dogged classes in fear of bullies. Furthermore, the questionnaires

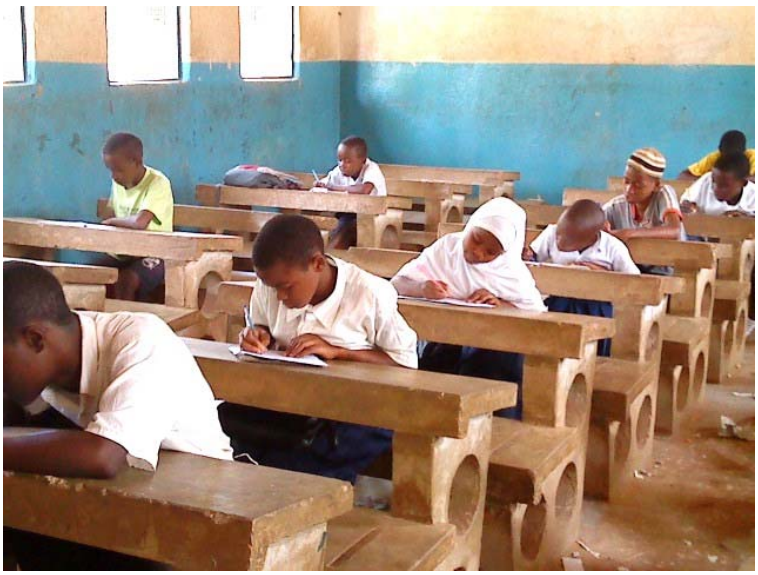
indicated that bullying among students is there and the handling is weak in that not always are reported cases dealt with. Sometimes teachers take them easily such that the bullies are pardoned.

4.3 The documents reviewed indicated that pupil to pupil bullying is treated as a normal indiscipline case whereby the bullies were either punished or pardoned. The attendance register also showed some of the names marked absent are among those who have been earmarked to have been bullied.

4.4 Consultation with COCACOLA was done and the response was not very good as they were not at a position to assist immediately. They, however, promised to assist in the future. TEN/MET on their side promised to give technical assistance like preparing programmes to be broadcasted in the media about ending pupil to pupil bullying in schools. They also promised to assist in the production of posters to be displayed in schools.

4.5 The meetings with teachers helped as eyes opener on what should be done at school level to provide students with basic necessities, protecting the children against all sorts of humiliation and enhancing their participation in almost everything that touch their lives directly or indirectly at school. Teachers were also asked to take their responsibility as guardians to ensure that children enjoy their stay at school. The meeting with students was also fruitful as they were given opportunity to air their complains about life at school in totality. They were free to ask and answer questions about their rights and responsibilities as children. Change agents explained to the children that there is the Law of the Child Act, 2009 in place for their protection and that international community is behind their rights so they should feel proud.

The photograph below shows students' committee members in the meeting with CRC agents at Kongowe primary school. The meeting was about the committee's responsibilities as anti bullying volunteers and champions of promoting child rights in their school.



4.6 Anti bullying committee for teachers was formed by five teachers including the Head teacher, two discipline teachers and two others. The responsibilities of the teachers' committee were discussed together with change agents. Teachers were also urged to put extra efforts on protecting children's welfare as they are trusted by the government.

Pupils' anti bullying committee was also formed. The committee comprised of twelve students from different classes. The committee members were told their responsibilities and asked to start their work as soon as possible.

The main responsibility of students' anti bullying committee is to work in collaboration with teachers' anti bullying committee to handle bullying cases in the school.

They have to investigate and adjudicate and suggest the action to be taken and send the report to the teachers' committee for action. They were also directed on how to keep records of bullying cases dealt with by the two committees.
The students' committee members for the year 2011to 2012 are:

A group photo of pupils forming anti bullying committee for Kongowe primary school.

- Kongowe Primary School has 1,073 total number of students.
- About 548 are boys and 525 are girls and this is from standard one up to standard seven.

The group have 2-3 representatives from standard 3 up 7

4.7 Posters were prepared initially by hiring artists and in the long run they will be provided by HAKI ELIMU. The posters carry messages such as 'protect me from bullying I am weak'; another says 'education is my right stop bullying me.' The posters are stacked on walls and pin boards. Apart from text messages the posters have pictures showing bullies at work. Below each picture there are words that denounce bullying.

4.8 T-Shirts were printed with words and pictures and given initially to students' anti bullying committee members. Like posters the T-shirts carry with them picture and words that forbid bullying at school. CRC agents had to hire artist to do this work. Efforts are underway to involve other stake holders to contribute to enable all students at Kongowe Primary school to have a T-shirt.

5 Discussions and Reflection

Prevalence of bullying in school setting

Pupil to pupil bullying continues to be one of the most common forms of aggression and victimization experienced by school-aged children. As indicated in this project, typically it occurs in situations where there is a power or status difference. Despite the recent attention given to bullying, teachers and school staff tend to underestimate the prevalence of bullying. In order to better serve the needs of students, teachers and school staff need to be able to identify and understand the consequential effects of bullying in order to intervene effectively. Likewise, students and teachers

should aim to collaborate on bullying prevention efforts to better meet the needs of both groups and the school as a whole.

The invisible nature of pupil to pupil bullying

Much of what has been said and published on bullying among children takes for granted that a large majority of this violence is exercised by parents or other relatives inside the private space of the home. By contrast, there is very little record of the violence exercised in other settings; as a result, school based violence against children is largely 'invisible'. In rare cases when violence against children is registered, details on the context in which it occurred are often not included. In part this owes to the general assumption that schools are, by definition, a safe and protected place for children.

However, schools like any other social context are the sites of power relationships among teachers, staff and students, and among students themselves. In particular, the power relationships between elders and juniors that flourish in the home also exist in the school environment. Sometimes, these relationships are articulated in abusive ways. Further, schools are also designed and developed as places where children are socialized into, learn and internalize social rules in order to be prepared for the 'real' world.

The argument here is that it is necessary to have not only the school staff and pupils involved but also the parents of pupils. This would mean that they become aware of the issues surrounding violence in school and may start themselves questioning its existence.

Bullying has often been seen as a harmless, even useful ritual among children where adult intervention is not desirable or convenient. However, the increasing interest in quality of education in the country offers a potentially important window of opportunity to incorporate a nonviolent environment as a core part of the definition of quality education for all. Most efforts have been driven by the concept of creating a 'culture of peace' at schools and the recognition that a culture of peace is an essential part of children's rights in all settings.

Morris, D. (2008) in her study on social –demographic and psycho social determinants of bullying behaviour among secondary school students, found that bullying behaviour is a significant problem among secondary school students. She observed that children are bullied by the peers and teachers as well.

The study recommends different ways for addressing the problem. They include engaging school counsellors to help aggressive children to interact with peers in a more appropriate manner, intervention programmes which base on classroom instruction to address students bullying behaviour. It is noted that teachers' denial of the existence of bullying in school may amount to social approval of certain bullying

behaviour. Also, the teacher's insistence on punishment that hurts could constitute aggression at another level, and pass over the attitude to bully students. However, primary schools like secondary schools are prone to the same behaviours. Therefore, what Morris (et al) suggest to secondary schools is directly applicable to primary schools.

The essence of child rights in the development of the country

Fulfilment of the rights of children is not just an obligation it also makes good economic sense. Tanzania cannot achieve the Vision 2025 without healthy, well-nourished, and well-educated citizens. Every country that has made the breakthrough to middle-income status has made significant investments in children. In fact, the long-term losses that result from not investing in children are far greater than the cost of fulfilling their rights. Too many children in Tanzania are not able to achieve their potential because they are poorly nourished, inadequately educated, and exposed to violence, abuse and risks like HIV and AIDS that keep too many families living in poverty. If children cannot reach their potential, neither can the nation.

Children right to participation

The right of children to participate in decisions that are most relevant to their well-being is a central principle of the UN Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child. It is also enshrined in Tanzanian law. The 2009 Law of the Child states that "A child shall have […] the right to express an opinion, to be listened to and to participate in decisions which affect his well-being." (Part 2 Article 11).

In Tanzania the Children's Council was established in 2002 and acquired legal identity in 2010 when it was formally registered as a Trusteeship through the Ministry of Constitutional Affairs and Justice. This is a vital step towards the fulfilment of the participation rights of Tanzania's children since it will enable the council to potentially become fully functional as the nationally representative body for Tanzanian children.

Child participation is important because a society that listens to and engages with children, and respects their rights, is a society that respects the core principles of equality, non-discrimination and social protection for the most vulnerable. It is a society that will listen to children more closely when they are abused, exploited and at their most vulnerable. Child participation in school governance improves school attendance and results, reduces abuse and conflict and keeps more children in school for longer

Why focus on pupil to pupil bullying?

All of us are concerned about the levels of violence among young people in our communities and schools. Studies have shown that 60 percent of children identified as bullies in middle school go on to have arrest records. We need to address these children's behavioural problems at an early age, before they become even more serious.

In addition, victims of bullies may have problems with depression, poor school attendance, and low self-esteem. It is important to help create a school environment where all children feel safe and can learn to the best of their abilities.

Effective Strategy to Counter Bullying in Schools

Enlisting the school headteacher's commitment and Involvement.

The school head teacher's commitment to and involvement in addressing school bullying are key. In fact, in comparing schools with high and low bullying rates, some research suggests that a head teacher's investment in preventing and controlling bullying contributes to low rates.

Using a multifaceted, comprehensive approach.

A multifaceted, comprehensive approach is more effective than one that focuses on only one or two aspects of school bullying. A multifaceted, comprehensive approach includes:

i. Establishing a school wide policy that addresses indirect bullying
ii. (e.g., rumor spreading, isolation, social exclusion), which is more hidden, as well as direct bullying (e.g., physical aggression).
iii. Providing guidelines for teachers, other staff and students
iv. (Including witnesses) on specific actions to take if bullying occurs.
v. Educating and involving parents so they understand the problem, recognize its signs and intervene appropriately.
vi. Adopting specific strategies to deal with individual bullies and victims, including meeting with their parents.
vii. Encouraging students to report known bullying.
viii. Developing a comprehensive reporting system to track bullying and the interventions used with specific bullies and victims.
ix. Encouraging students to be helpful to classmates who may be bullied.
x. Developing tailored strategies to counter bullying in specific school hot spots, using environmental redesign, increased supervision, (e.g., by teachers, other staff members, parents, volunteers).
xi. Conducting post-intervention surveys to assess the strategies' impact on school bullying.

6 Way forward

The District Education Officer (DEO) for Kibaha has shown interest in transferring and implementing the same project to all primary schools in her district. She therefore urged the change agents to prepare for the work ahead of them. Also District Education Officer was very interested in this project because this is the first time and first project with the goals of *"Reducing Pupil to Pupil bullying in Primary Schools in Tanzania"* to be introduced in Kibaha. Moreover all teachers participation and awareness on the project made an impact on the DEO.
Kibaha having about 41 Primary Schools, so due to the problems of School Drop-outs and Failures, the Project introduced one solution on how to solve the Problems.

We Change Agents planned to collaborate with Kibaha town Director and District Education Office in order to sustain and develop the project through Seminars / Workshops in the rest of Schools around Kibaha.

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Bullying In Schools
Reducing Bullying Among Pupils in Schools
Questionaires to Pupils

1 Introduction

The change agents intend to get the correct information on the presence of bullying which is being done among pupils themselves here at school. It should be remembered that, bullying among pupils is in different shapes such as beatings, being abused, being locked inside, harassments, to make love by force, etc.
In order to get the clear picture/ view of what is going on within the schools about bullying, please answer the following questions according to your knowledge/ experience/ what you know. All tour answers shall not be exposed anywhere to anyone not concerned, they shall be kept as a secret, so answer them freely.

2 Questions

a) General Information
i)Name of school ……
ii) Class ……
iii) Sex …….
iv) Age …….
v)Place ……..

(b) Bullying Information

i) Put YES to the information you think is correct, or NO to the information you think is not correct

- Elder pupils are bullying young pupils here at school .....
- Boys are bullying girls here at school .....
- The upper class pupils are bullying the lower class pupils.....
- The disabled and orphans pupils are mostly being bullied here at school.....

ii) Choose the correct answer provided in brackets below to fill the blanks.

- What type of bullying is greatly practiced here at school? ..... (beating, abuses/insult, taking one's possession, ignored, put exile in class, teasing, all of these)
- At what time does the bullying take place? …….. (break time, home time, on the way to school, during classes, all the time).

- What is the frequency of bullying per day? …….(many times, rarely).
- Which group is mostly being bullied? ..... (young, disabled, orphans, girls, boys).

iii) Write the answer which you think is correct in the space provided below

- Where do the bulled pupils send their complains?
  .....
  .....
- What are the measures taken for the reported complains?
  .....
  .....
- Is there any pupils' committee dealing with bullying issues?
  .....
  .....
- Is there any teachers' committee dealing with bullying issues here at school?
  .....
  .....

iv) Answer the following questions correctly

- Have you ever been bullied?
  .....
- Who bullied you (boy/girl?), and why?
  .....
  .....
  .....
- What did you do after being bullied?
  .....
  .....
- What measures were taken against it?
  ……
  ……

Interview to Teachers

1 Introduction

The change agents intend to get the correct information on the presence of bullying which is being done among pupils themselves here at school. It should be remem-

bered that, bullying among pupils is in different shapes such as beatings, being abused, being locked inside, harassments, to make love by force, etc.
In order to get the clear picture/ view of what is going on within the schools about bullying, please answer the following questions according to your knowledge/ experience/ what you know. All tour answers shall not be exposed anywhere to anyone not concerned, they shall be kept as a secret, so answer them freely.

2 Questions

1. Is there any bullying among pupils here at school?
2. What type of bullying exists here at school?
3. Which groups do this bullying facing the most?
4. Does the school management being informed once the bullying occurs?
5. What measures does the school management take after being informed the case?
6. Is there any documentation of such cases and the solution/measures taken against them?
7. What are the school strategies to eliminate or reduce bullying among pupils?

VIETNAM

Giving Wings to Children´s Dreams, Implementation of CRC in a Primary School

Tam Nguyen Huu, Phuong Hoang Minh and Khanh Le Ngoc Tuong

1 Frame of reference

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

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

However, in practice, not all children have been protected, cared, brought up nor educated as prescribed by the LCPCE. There are certain cases where the rights of children have been frequently violated, somewhere else children are still being abused, infringed upon their body and dignity and they have not been cared well enough to have their full physical strength nor developed intelligence. In addition, many children have not been aware of the CRC so far. They don't know how to use

their rights to protect themselves. Therefore, that is why our team has chosen this project, thank to which we hope, we can help and support more children by providing them more knowledge on the CRC and their rights as well.

Baseline

Chuong Duong Primary School which is located at Cau Kho Ward, District 1, Ho Chi Minh City, has 891 students, comprising 25 classes (36 students/class on average) ranging from grade 1 to grade 5 with students aged from 6 to 12 years old. Most of students (96%) of the school reside in Cau Kho Ward. That is why they go to school on foot. The school has a managing board of two person (a headmaster and an assistant headmaster) and a staff of 45 persons (37 teachers and 8 employees).

Ho Chi Minh City where the school is located is the largest economic center of Vietnam, where District 1 the centre of Ho Chi Minh City. Cau Kho Ward is also known as a place where poor workers reside and earn their living by doing small businesses, producing homemade products, or even trading drugs. Due to low awareness of CRC and while struggling for living many parents have not taken proper interest in caring and educating their children. A number of students have to live with their grandparents or relatives as their parents have died for using drugs or been imprisoned for trading drugs. Many parents haven't got any knowledge of the CRC at all.

Moreover, every year, the school also undergoes some changes in its staff, expecting new teachers to arrive and others to leave. The 5th grade students will move up to secondary school, while 1st grade students will transfer in from preschool, as a result, students´ parents are also subject to change accordingly. On one hand, a number of teachers did not pay much attention to applying the tools of CRC into their teaching methods and communication with students, the students, on the other hand, do not have a sufficient understanding on the CRC. Therefore, we are focusing on children' rights for protection and participation in CRC. Now, we are training all teachers and the school staff in this 'Change' project of our school and are meeting with students' parents. We intended to train all the students in school, in the first phase of the project, 63 students of grade 4 together with 2 teachers have been selected.

2. Purpose

We are going to gain knowledge and experiences for further implementation of CRC in our school and its neighbourhoods through this change pilot project on

how to protect and empower children – especially vulnerable children – through active participation by students, teachers, school staff and parents.

Intended Output/Outcome

Students will be aware of the CRC and become more confident, friendly and active in school.

Teachers, school staff and parents will have more knowledge and understanding of CRC and will apply CRC in their daily activities.

The school will build a safe and friendly environment without using punishment and use more positive educational methods.

Indicators

- Active learning and classroom management regarding CRC are seen by observing the students when they are talking to their teachers.
- Students are laughing in the classroom by watching.
- Students are using mail box in the classroom to tell and share their opinion with teachers on different educational issues by receiving their letters
- Students and teachers are talking with each other on the school work in the classroom by observation.
- Students come to school every day by observation.
- Students are sitting in working groups in classroom; by observation.
- Students give questions to teachers and headmaster in classroom and school; by interview.
- Teachers are playing with their students outside the classroom; by observing,
- Teacher and students are making class rules together in the classroom; by seeing.
- Teachers have changed their education methods to encourage students learning; by interview.
- Headmaster and teachers are using check lists to know about the students' situation in the school; by questionnaires.

3 Methodology

3.1. Training for trainers - Training on the CRC for teachers and staff

Time: August 2010;

Material and books we used:
Propagation of "Children's Rights" in Primary Schools (guiding material for teachers) by Radda Barnen; Will"Corporal Punishment on Children" be really necessary? – 'Save the children';"The Convention on the Rights of the Child" of the National Political Publishing House; Application of "Child Rights" in schools –'Save the children'.

Methods: Conversations, Presentations, Discussions with teachers

Contents 1:

Introduction of the Convention on the Rights of the Child
Who are children?
Difference between the needs and the rights
Background of the United Nations' Convention on the Rights of the Child and the development of Child Rights.
Fundamental features reflecting the spirit of the Convention.

Introduction of the group 'Rights to protection'
Why do children need protecting – define circumstances where children need protecting.
Content of the Child Rights to Protection
Organizations, their obligations and responsibilities for the implementation of the Protection Rights

Introduction of group 'Child Rights to Participation'
Why do children need to participate in all matters – define the degrees of participation.
Content of the Child Rights to Participation.
Benefits and responsibilities of children in the implementation of 'Child Rights to Participation'.

Contents 2:

Current status of"Corporal punishment on children" in primary school.
A necessity of eliminating the corporal punishment on children and building a friendly learning environment for children.
Setting out a criterion of"Friendly learning environment"
Measures for creating a Friendly learning environment for children:
Further encouraging the participation of children: using mailboxes named ' What I want to say'; ' My opinions are more important'; building class rules and monitoring their implementation;

Innovation of teaching methods
Innovation of classroom management by applying positive education methods.
Content 3: Training on 'innovation of teaching methods'

Teachers to change their education method to further enhance students' learning.
Purpose:
To enhance the quality of education in school.
To create a friendly learning environment, and encourage students activities.
To promote the initiative and creativity of students.

Methods:
Organising workshops, trainings for teachers on active teaching methods.
Encouraging teachers and students to make teaching aids by themselves from easy-found material with teacher's guidance, and use them frequently.
Desks and chairs should be easily re-arranged in classroom, so students can actively participate in all kinds of learning activities.
Decorating classrooms with products made by students in order to inspire them.

3.2. Training on the CRC for parents

Time: September 2010

Documents and material:
Training materials on the Convention on the Rights of the Child of "Save the children"
Will "Corporal Punishment on Children" be really necessary? of Radda Barnen
Picture cards

Methods: presentations, conversation, discussions with parents

Content:
General Introductions of " the Convention on the Rights of the Child"
General Introduction of the basic spirit of the convention represented in 8 following sections: 4 groups of rights, 3 rules and one process.
Introduction of the provisions in 'Rights to Protection' and 'Rights to Participation' groups
The group of parents to discuss the rights to which their children are entitled presentation.
Feedback of the students' parents on orientation and ways toward the implementation of CRC in the future.

Meeting with Students' parents
Time: December, 2010
Content:
To further discuss with the students' parents on the contents of CRC.
To gather more information from students' parents on "how much the children have been aware of their rights and whether they have exercised them at home".
To further develop the ways of implementation of CRC in the future.

3.3. Training on the CRC for students

Time: August - September 2010 and onwards

Method: Discussions, works in a group, works in 'corners',

Documents and material we were using in the training:

Propagation of "the child rights" in primary school, Rädda Barnen.
Application of the child rights in schools, Save the children
Building a friendly learning environment for children, Save the Children.

Content 1:

Brief introduction on the Convention of the Rights of the Child:

Introduction of group 'Child Rights to Protection':
- Do children need protecting? Why?
- In your opinion, in what circumstances should children be protected?
- The contents of Child Rights to Protection
- Obligations and responsibilities of Individuals and organizations for implementing 'Child Rights to Protection'.

Introduction of group 'Child Rights to Participation':
- Do children need to participate in all matters? Why?
- To which degree do they need to participate?
- Contents of the 'Child Rights to Participation'
- What would you feel (to children) if you could participate in solving an issue in school?

Content 2:

(The following activities to be carried out to build a friendly learning environment)

Setting up a mailbox named"What I want to say" and activating activity 'My opinions are more important'

Purpose:
To encourage and create favorable conditions for children to speak up what they expect and do not expect; to tell their happiness and sadness; their desires for learning; as well as their family issues; or worries that they don't normally like to share with their teachers.
To help the adults (their grandparents, parents, teachers) and friends understand children's thinking so as to find a solution to assist them or help satisfy their needs.

Methods:
Placing a mailbox "What I want to say" in every classroom.
Encouraging children to write letters.
Teachers to check the mailbox weekly.
Discussing with the school headmaster about "the Dos. and the Don'ts." when receiving and processing the children's opinions about their teachers.
Organising and launching "My opinions are more important" activity
Teachers to pass on the students' opinions to persons involved
Recording the opinions (binding).

Students to participate in building rules and monitoring their implementation in class

Purpose:
To help children build a moral standard to be followed, depending on their awareness. By doing so, children will willingly comply.

Methods:
Using a questionnaire (see Appendix) to gather the students' opinions on 'Dos' and 'Don'ts' related to their learning activities, discipline, communication, behaviors, etc.
Through discussion, teachers and students to agree on 'dos' and 'don'ts'.
The class rules finalized by the students to be posted in a prominent place.

Students to actively participate in group activities

Purpose:
To help children work in groups with different friends; strengthen their self-confidence and skills in expressing their opinions in fronts of people.

Methods:

Teachers and students to discuss and set criteria for learning activities in groups
Teachers to divide students into groups and regularly form new groups for learning activities required.
Teachers to observe and be ready to help the less confident and rather passive students.

Teachers and students to organize entertainment functions outside the class

Purpose:
To create a friendly and joyful environment for students;
To help the students bring out their gifted abilities;
To promote entertainment activities for teachers and students to participate, playing together they will better understand each other.

Methods:
Teachers to learn and collect opinions of students about their needs for entertainment and discovering the surrounding world.
Teachers to discuss and agree with students on the forms of activities outside the class.
Teachers to discuss with the school headmaster on the issues arose.
The headmaster to organise and make out plans with the other teachers for implementation.

3.4. Organization the events

Organizing seminars to further improve the teaching quality of the teachers.
Time: course II in school year

Contents:
To give guidance to the students on how to cooperate with the other partners in order to improve their teamwork ability.
To integrate the environment education into teaching program for students in order to build in them a better survival skill, respect, and a positive and more practical attitude toward the environment protection.

Organizing various activities for the students

Educational activities:
Time: November, 2010

Content:

To organize different games based on the contents of subjects the students have learned such as science or mathematic in order to help students use the knowledge they learned in their daily life.

Book Festival:
Time: February, 2011

Content:
Students to read their favorite books and then, in a competition, they will tell the stories which they have read. Making them inspired, this function will encourage the students to read more books, and their love for books, therefore, will grow. Participation in such activities will help students create a reading skill, thank to which they are able to find reading a source of joy and useful entertainment for themselves.

Seminar on topic "My Dreams"
Time: March, 2011

Content:
The Students to discuss the following questions: What are your dreams? What have you done to make your dreams come true? How did the school assist you to make your dreams come true? In your opinion, in the future, what the school should do to help you make your dreams come true?

Entertainments, sports and art performance with students

For students, the school has organized:

Handball and Karatedo classes for the whole school year.
Visits to circus shows in the City Circus Theater in January, 2011.
Entertainment activities in Damsen Water Park in January, 2011.
Shows welcoming Lunar New Year Holidays in February, 2011.
Celebration of the Women's Day, on 8th March, 2011.

3.5. Support from local authorities

When carrying out the project, we have also received valuable support and assistance from the local authorities. Being mutually interested in the implementation and the accomplishment of the project they have provided the following support:

- Establishing a good order around the school: They have cleared all food and drugs peddlers in the school's surroundings.

- Coordinating with the school in persuading children to go to school regularly.
- Encouraging, showing interest in good education works of the school: The authorities representatives have always attended the school's activities such as the Opening/Closing of School Year ceremonies, the Teacher's Day celebration;
- Providing a better material supports for the school: They have provided a fund for the school repairs, and renewed desks and chairs in a number of classrooms (it is planned to renew all desks and chairs in the school in a longer term).

4. Results

Students have become more fearless and confident when asking questions, exchanging opinions or discussing an issue with their teachers and friends. The students laughed more in class and in other group activities of the school. They had a more optimistic and joyful life. Especially, students had their own dreams and believed their dreams would come true. This output/outcome has also inspired the teachers in their works and therefore, made the teaching/learning process more effective.

Students have used mailbox joyfully and enthusiastically. They spoke up what they thought and, therefore, a lot their problems could be resolved. Students have become more confident, helpful and more friendly to their friends and other people. Students have become more responsible for helping unfortunate students. Teachers understood their students more and realized that the use of mail box is a necessary tool for achieving a higher educational effect. Parents, when understand their children will adjust their education approach accordingly.

By observing and recording in the "attendance register" daily, we found that the students attended the classes regularly without being late. Most of students going to school were in a good mood. However, there are some students going to school in a bad mood due to their domestic issues particularly, those who do not live with their parents but their grandparents or neighbors, they have to work hard to help their family.

In the early time when group learning was first held in the class, many students were found unfamiliar and reluctant with new ways of sitting and learning, they looked timid in discussing or expressing their own opinions. But after a rather short time, students quickly became integrated and could adapt themselves to various types of learning. They knew their responsibility and the responsibility of each member in the group. Finally, they've become more active, more confident and eager to participate in all learning activities.

Teachers have used different and flexible methods and forms of active teaching such as group discussions, project-based teaching, English corner, individualized teaching approach etc. Teachers could also recognize those positive changes in the students attitudes , in their responsibilities and education effect as well. These have really inspired the teachers and motivated them to innovate teaching methods.

Parents also noticed positive changes in their children attitudes and mood toward their learning activities. However, some students were found quite slow in harmonizing with their friends. They still felt inferior, timid and were doubtful of their own value. To improve this situation, teachers must have an overall view of the class, take a prompt action to help them harmonise with others and to feel confident in communication.

Some students started to raise questions on "the Child's Rights", especially the rights to protection and participation to their teachers.

Teachers and students became more friendly and opened during break time. Teachers also realized that it is the time when students are willing to tell / share all their problems, that is the time teachers and their students can relax together. Besides, the other entertainment activities such as celebration of "Mid-autumn full moon festival' have also been organised by the school. Thank to this activity, we found that the students became more joyful and more confident to participate in collective games.

In the coming time, we will organize more camping's and picnics in order to provide students with more survival skills.

At the beginning of the new school year, teachers and students are to build the class rules. Doing so, the students will feel more responsible and willingly keep a good discipline in the class. Teachers will not need to reprimand and may avoid unexpected "incidents" in the class. The atmosphere in the class therefore will become more friendly, more open and joyful. The parents, in turns, will feel more secure when their children willingly follow the class rules.

Teachers actively renewed their teaching methods and flexibly used a new teaching techniques . After a period of time, teachers also noticed that when knowing their duties of study well, the students would study more actively and more creatively. New teaching methods also brought the teachers and students closer to each other; the students therefore would become more confident.

By conducting a questionnaire on "My school" after activities of the project for students, we have the following comments:

The behaviors of the teachers have changed positively: they have become more nice, more open and more close students. They knew how to listen to students opinions and share with them. They respected the students' hobbies and personalities. Together with students, they also participated in solving the problems that the students faced in their life. However, some teachers have not done enough to catch up with the others; they still feel shy or reluctant to correct their behaviors accordingly.

The *students* have studied in more friendly and open learning environment.
The students looked more excited when their products have been showed in classroom.
The school has become more interested in providing information to the parents and calling for more participations in school activities.

5. Discussion

The *students* found the rights – in the discussions – more or less themselves.
The *parents and teachers* have given help to the students apply the their rights.
The *teachers* have welcomed the education about CRC in school.
The relationship between parents and teachers have become more close and friendly.

6. Way Forward

6.1. Pending issues

Unfortunately, there are a number of students not going to school in their highest spirit, as they have to work to support their family for a living. A number of students still feel timid, unconfident in communication due to the domestic issues such as the divorce, separation, or even imprisonment of their parents etc.

Due to restriction on time provided for each class duration (just one hour as per regulation) and size of a classroom, the *teachers* were unable neither to bring out all their creative ideas nor to apply them for innovation of their teaching methods. Particularly, some teachers still do not know how to express their care, sympathy nor interest to students in the best way.

The degree of participation of *students' parents* was regarded to be low, as many of them did not regularly participate in school activities. A majority of students' parents have only received information from the school; they have never given a feedback or suggestion.

6.2. Way forward for the work on CRC in the school

We will continue CRC-training for all students in the school and we will improve the contact with all parents in the school. We will also go on training CRC and methods in education for all teachers. Furthermore we will have continued contacts with local authorities to make the school safe.

7. List of References

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The picture cards

Appendix

Questionnaire - My school

Date____ month____ year____

- School is the place for children to study. Will they feel comfortable, safe and will further progress their study if the school welcomes them and is willing to accept them?
- How do you know that your school is good for children? You can show that you are caring for their study, health and safety
- Begin with current condition at your school. Look at the questionnaire and to mark with a tick (√) into (Yes) if the condition is met, mark with a tick (√) into (No) if the condition needs to be improved.
- Look at the questionnaire again, plan and schedule time to implement or improve those questions with a tick mark (No).
- Review the questionnaire again after a month. Did your school create any positive changes?
- Review this questionnaire as often as needed and record date as you implemented. By doing this, you will see some improvement on your progress.

1. Do teachers often smile and talk with a friendly voice to the children?

   Yes No

2. Do teachers actively listen to the children?

   Yes No

3. Do teachers lower themselves down to their eye level when talking with children?

   Yes No

4. Do teachers call the children by their names?

   Yes No

5. Do teachers help the children resolve their problems and concerns with a positive manner?

   Yes No

6. Do teachers treat them fairly, equally and respectfully?

   Yes No

7. Do students respect each other?

Yes No

8. Do students respect teachers?

Yes No

9. Is school tidy that the children access media (e.g. books, study materials...) and school supplies easily?

Yes No

10. Are Children's works displaced as their eye level?

Yes No

11. Do classrooms and surround areas safe and clean?

Yes No

12. Does daily class schedule include activities for small group?

Yes No

13. Are students spending more time doing activities than sitting and waiting or listening for lecture?

Yes No

14. Can students choose difference activities for the daily class schedule?

Yes No

15. Do teachers interested in what the children do and needs for their study?

Yes No

16. Do teachers spend time in a small group to interact and communicate and with them?

Yes No

17. Do teachers improve their teaching techniques and activities by using proper resources?

Yes No

18. Do students within and without area have the same opportunity as each other?

Yes No

19. Does student have their own locker to keep their personal belonging?

Yes No

20. Does each classroom have enough material for difference activities on class room floor?

Yes No

21. Are parents welcome at school?

Yes No

22. Are teachers politely greeting parents by their name?

Yes No

23. Are parents often coming to school to help out and show support?

Yes No

24. Is there a dedicated bulletin board for parents and often updated?

Yes No

25. Is there parent conference organized at least once every two months?

Yes No

26. Are News Letters on their study progress documented and filed?

Yes No

27. Are student's works displaced, documented and filed and sent home to their parents?

Yes No

28. Is water available for those who do not bring water from home?

Yes No

29. Are there places for students to wash their hands?

Yes No

30. Do teachers say "good bye" to students before they are going home?

Yes No

ZAMBIA

Raising Awareness among Pupils, Teachers and Parents on the Rights of Children through School and Class Councils

Sichilima Malango Ginno, Katele Philip Kalale and Nachela Margaret

1 Frame of reference

Zambia's involvement in the fight for the rights of the child is not new. It is a well-documented fact that Zambia is a signatory to the United Nations charter on human rights, including the rights of the children and has since many years been involved in many domesticated activities to maintain this commitment. The country signed the International Convention on Children's Rights in September 1990 and ratified the commitment in December 1991. Zambia is also a signatory to the African Charter on Human Rights. The Zambian constitution addresses issues of human rights as well as the rights of children.

Under the Zambian law, children have rights and responsibilities and as such all citizens are obliged to respect and uphold these rights. Children are given the rights to protection, provision and participation. One of the aims in the Zambian Policy of education is to awaken concern of civil liberties and human rights for the consolidation of the democratic character of the Zambian society (Ministry of education, 1996 p.52). The Ministry of education has been promoting these rights through the introduction of civic education at basic, high school and university level of education.

One other frame of reference conspicuous of pupils at Muyombe high school and other schools in Zambia is that pupils are not free to express themselves freely before the teachers or parents. This is deeply rooted in the cultural practices of most tribes

in Zambia which do not allow pupils to ask questions as this is considered being disrespectful. However, this is a contradiction to the principle of human rights that allows pupils and teachers too to critically scrutinize and question facts, ideas and beliefs without hesitation or fear of being victimized. The child is protected through the establishment of the victims support unit (VSU) under the Zambia Police Service. This unit among other duties helps the children to report cases of domestic violence against children, child sexual abuse and all cases of violation of the rights of children. To ensure protection of the girl child, the Zambian government has through the ministry of education, introduced the re- entry policy. This is a policy that allows girls that fall pregnant to still continue with their education after they have delivered. The policy is working well though it is being abused by the girls themselves partly due to little or no proper information on the policy. The ministry of community development and social services is another line ministry that provides educational bursary schemes for deserving children who cannot manage to pay all school and user fees. This has helped a number of children to access education though many more children still drop out of school due to inability to access the bursary scheme. This may be attributed to lack of information on how to benefit from the funds. The need for high quality education need not be over emphasized. When provision rights are respected, it has a direct effect on education which avails opportunities for pupils to develop emotionally, morally, spiritually, socially and politically so as to be increasingly able to cope with life problems (Ministry of Education 1977, p. 5).

The government has continued encouraging non-governmental organizations (NGO) to partner with school so as to help in any way they can to ensure that children are not disadvantaged in their quest to get educated. However, although all these efforts have been put in place to address the plight of the child, not much has been achieved. As a result, many still face challenges of little or no rights in protection, provision and participation. A number of cases of child rights abuse at school and house hold levels continue to be recorded country wide.

It is against this background that the team from Zambia undertook a pilot project dubbed "Raising awareness on child rights among teachers, pupils and the community through school and class councils", a pilot project carried out at Muyombe high school in Northern Province of Zambia. From what has been discussed above, it is clearly observable that the team did not work in a vacuum but had some reference point of departure.

2 Purpose (Intended output & outcome)

The project aimed at raising awareness in child rights, participation, protection and provision rights. The rationale behind this was that there is little or no awareness of

the rights of children by teachers, parents and the pupils themselves. The project hoped that with the raised awareness of the rights of children, there would be increased participation of pupils in both learning and teaching, increased pupil retention and concentration in school work. It was envisioned that raised child, teacher and community awareness would also develop a sense of belonging and innovation. This would in turn ensure that the school environment would be drastically improved for both teaching and learning.

The raised awareness was meant to change teachers, pupils and the community attitude towards the school and community environment. At present, there is a very poor attitude towards the environment in terms of pupils and the community involving themselves in activities that promote environmental degradation.

We aimed at seeing a marked change in the care of school furniture, the school surrounding in terms of a reduction in throwing of litter and garbage. At community level, we hoped to see a reduction in cutting of trees and caring of rivers and other natural resources which form the environment.

Through the awareness of the rights of the child we hoped to see a big response in the support of the school going child particularly the girl child whose rights has been constantly been violated by the community especially through early marriages and tolerated unwanted pregnancies.

3 Methodology (Activities)

The project targeted 520 learners, of whom 227 were girls and 297 boys. The project targeted 25 teachers at Muyombe high school and a selected 50 parents from the community. These had little or no information on the rights of the child. The project tried to carry out activities through the school and class councils to raise awareness of the rights of children.

The Zambian team applied a number of pedagogical strategies in the implementation of the project. These stem majorly from the inspirations from the management course attended in Lund University in May to June 2010. A lot of initiatives by the Swedish educational systems and other educational practices from other countries intensified our desire to make children's rights to participation, protection and provision, a reality in Zambia.

The follow up seminars in Uganda availed the team other well intentioned child friendly practices which further influenced the methodological path the team took to implement the project. The Uganda follow up seminar was backed by another country meeting on the Copperbelt Province of Zambia with the team mentors, Dr

Bodil and Dr. Maria. Again the team drew valuable experiences from the consultative pieces of advice from the not only the mentors but the Copperbelt team which has been implementing projects on the rights of the child.

The team formed class and school councils by following a tool kit for establishing school and class councils. The school and class council is a platform on which pupils express their felt needs and helps them create solutions to identified challenges.

In setting up the school and class council at Muyombe high school, the team had to hold awareness campaigns within the school to all the teachers and the pupils for them to understand and appreciate the concept of school and class councils and to appreciate the rights of children.

Having made awareness campaigns, the grade teachers were asked to spear head the formation of the class council through a democratic process. Pupils themselves campaigned and had campaign managers who brought out strong points as to why they felt their chosen candidate could be the ideal person to represent them as class council representative.

Pupils created an atmosphere of campaign. Posters were stuck in strategic areas of the school. An election date was set by a committee that was chosen to ensure free and fair election. During the actual poll day, election monitors were put in place. These were chosen from among the pupils with the help of link teachers, particularly those that teach civic education and had shown remarkable interest in the rights of the child.

The actual poll day was characterized by the presence of a committee called the 'electoral committee'. The school administration gave the whole afternoon for pupils to cast their votes using improvised ballot papers and ballot boxes. The school Press club covered the event by carrying out interviews to selected pupils. The news on the election was later read out during school assembly and this gave the chosen pupils a feeling of importance and self-worth.

The class council members chosen from each class combined to form the school council which regularly meets with the guidance from the link teachers to discuss issues that affect them. These issues are tabled with the school administration with possible suggested solutions on how to improve the school in its different facets. The class council comprises two pupil representatives, a boy and a girl. These hold meetings with their class with the help of the grade teacher but at other times are encouraged to hold the meetings by themselves as a way of leadership training.

The two class council members collectively form the school council. This means the school council is the number of classes multiplied by the two class council members. The executive of the council is elected from among the school council members.

Results (Actual Output and Outcome)

It is amazing to see how the efforts put in the management of the school from the perspective of pupil involvement can produce a whole range of change that is beneficial to the school. It is prudent to report that the effect of the school and class council has been an influential tool to the positive results that we are able to see.

Teachers

ϖ There is a marked improvement on teacher punctuality for duties. The pupils as a class council have been able to raise complaints of poor time management by some teachers whose habits have been to report late for teaching and knock off early. Because the pupils have been made aware that education is a right and not a privilege, and that the teachers have a contractual obligation to keep time, pupils have either approached the teacher in question through their link teachers who either talk to him or her directly or report to school administration which deals with the issue and resolves it. There is marked improvement in this direction.

ϖ There has also been a drastic improvement on lesson preparation by the teachers in the school. The concept of pupil participation in issues that involve them has had an amazing positive impact on the teachers as they too are getting motivated and reminded too by the pupils concern for their education. It is for this reason that teachers are seriously preparing their lessons before teaching and are finding it more enjoyable and professional. One teacher had this to say about pupil participation in relation to lesson preparation:

ϖ It is so reassuring to know you are going to teach a class of learners that are expecting nothing short of learning, so lesson preparation is a must'.

It has been noticed that there is an improvement in classroom curriculum delivery. Planning a lesson is one thing and delivering it to learners is yet another thing. With pupil awareness on their rights and particularly the right to education, teachers are delivering the required class curriculum to the learners. This is called progress in education. It is hoped that more schools should benefit from this approach to education provision.

ϖ There is more teacher pupil contact time as a result of paradigm shift from the traditional "arm's length" relationship between teacher and pupil to a teacher- pupil relationship based on high moral values anchored on respect for human dignity. The arm's length relationship meant that the teacher was to be feared by the pupil and had to keep a reasonable distance away from him or her. The negative effect of this was that the pupil had no one to consult from. School therefore meant very little to the learner with the result that poor performance was recorded daily. This scenario is changing with the active participation of learners in their education.

Pupils

ϖ Pupils have assumed a more responsible approach to issues affecting them at school and at home based on the understanding of rights having responsibilities. The approach to problem solving is no longer the confrontational nature such as vandalism, vulgar language, insolence, truancy and anti- School and anti- social behaviors. Pupils want things done in a spirit of consultation, participation and transparency.

ϖ By virtue of pupils being members of the class and school councils respectively, pupils feel they are in leadership position and as such they say and act as leaders. In this sense, it is felt that through the class and school council concept, a cadre of leaders in this generation and in the generation to come is being created. This is evidenced in the drastic reduction of riots and vandalism at school and quick apprehension of suspected pupils with riotous behaviors.

ϖ There is more care and concern for the school environment as more pupils are getting involved in activities that do not lead to environmental degradation. The school is no longer littered with garbage and other environmentally harmful substances. There have been suggestions from pupils on how to use local and cost effective materials to improve sanitation in school. Such initiatives have included weaving baskets in which to throw litter, digging rubbish pits in which to burry garbage, watering the surrounding to improve vegetation and keep the dust away. These initiatives have worked very well.

ϖ Academic performance for most pupils has been enhanced. It is safe to say that with the improved environment by the pupils themselves, there is a feeling of belonging and a bigger sense of pride in their school. The effect of this is that pupils want to spend more time at school and interact between and among themselves in academic matters. Pupils want to make the school a learning experience.

ϖ A good number of pupils are breaking away from the traditional practice of not asking or critically scrutinizing issues. The raised awareness is availing the pupils

with the freedom to question why certain situations are the way they are. This is already proving to be helpful and progressive because brilliant ideas on problem solving and problem shooting are now being captured. The one good example to this scenario is the traditional process of selecting the members of the prefecture body of the school. The practice at Muyombe high school and indeed at many other high schools is that teachers sit to select pupils that can sit on the prefecture body. This scenario has proved very unreliable because pupils chosen sooner or later prove to be problem leaders and are usually demoted from the position of leadership. With the involvement of the pupils to participate in choosing their own leaders, very stable leaders and a stable prefecture body have been established.

ϖ There is a reduction in tension at school arising from what the menu at the dining hall is all about. Again the teachers and administration have usually decided on what the menu should comprise of. This has been necessitated by the availability of food and funds to purchase the food. However, with the pupils being involved, brilliant ideas have come on board and this has solved the tension that in fact gave administrators a very tough time.

Community

ϖ It is satisfying to note that the community has kept on taking an active role in the life of the school. There are such initiatives as the mother support groups (MSG) which comes to give support to the pupils in terms of counseling and provision of material items. Pupils are free to interact with these groups and to learn from their experiences in life.

ϖ The school has taken advantage of such functions as the Annual General Meetings (AGM) to make parents aware of the activities of the school council and to show changes that the school has assumed as a result of the council activities. The community has started showing appreciations in the council activities and is pledging support to the school and the pupils.

ϖ School and class councils are helping realize the government policy of decentralization. This policy gives power to the people to make decisions that arise from their felt needs. Because pupils identify their own challenges, they make possible solutions based on available resources. It is believed that this wonderful platform to train pupils, at an early stage the values and tenets of decentralization so that when they assume political office, they are solidly adhered to such ideals.

Discussion

The concept of school and class councils as a conduit of change and democratic governance of schools has come to stay in the Zambian educational system and needs to be supported by all stake holders. There are many reasons one would advance for this sentiment:

It is clear that every school must teach as well as practice human rights and mutual respect for the learners for whom the entire educational system is created. As pupils learn to participate and are provided for, they learn to reciprocate the gesture. This is what results in mutuality. Every teacher therefore, is bound to share this responsibility. With the awareness of child rights, there is now a mutual relationship between the learner and the teacher at Muyombe high school. (Ministry of Education 2000, p.8) substantiates this by stating that awareness of human rights implies treating pupils, teachers and other stake holders with respect and dignity irrespective of their gender, religion, ethnic origin, professional or any discriminatory characteristics.

Developing countries need an efficient educational system that should be responsive to the many challenges facing them. Efficiency can be achieved when the learners are involved from an early part of their training. (Yukl, 2010, p390) maintains that efficiency is the use of people and resources to carry out essential operations in a way that minimizes costs and avoids wasted effort and resources. If education is to assume the meaning for which it was intended, there must be an efficient use of not only the pupils but the teachers and the community through awareness of the rights of the child.

Muyombe high school as a pilot school has made a number of educational advances from the time the project was launched. The awareness campaigns that are ongoing can be singled out to be a major contributor to the good discipline that all are able to see now.

There is an overwhelming demand for access to education from many parents and pupils from other schools. This is rightly being attributed to the fact that pupils from Muyombe high school speak well of their school and are proud of it. Many are able to proudly point at a particular project in school as a product of their involvement.

The school council has been instrumental in inspiring other learners in school to work towards achieving set goals. Against this background, one may safely say that the school council gives creates a vision for the school. It sets the tone for other

pupils to follow. In this case the advancement of the rights of the child has an effect of promoting a cadre of leaders that should take the country to better heights.

Poor or no participation in issues that affect a certain cadre of people has been known to cause anarchy for a country, institution or organization. In the recent past, there have been many riots in many schools in Zambia supposedly from little or no active participation in matters affecting the welfare of the pupils. Much property has been lost as a result and many pupils sent away from school. These have become social deviants and a problem to the government because of being economically irrelevant to the production set up of the country. Participation rights therefore are not just beneficial at school level but at societal level as well.
When provision rights are upheld at school level, the beneficiaries are more likely to practice the same rights for the benefit of other members of society. The school of today shares the responsibilities with home and local communities of passing on that part of the cultural heritage which is meaningful and constructive in today's society.

One sees that the implementation of the school council as a method of creating awareness on the rights of the pupils is in line with ministry of education policy on access and participation which states that good quality education brings many personal, social, economic and educational benefits and also promotes desirable attitudes, value and ways of behavior and opens the minds of pupils to new ideas and methods. This increases the productivity of the participants (ministry of education p.14)

Reflection

In the implementation of the pilot project, there have been successes and challenges too that are worth noting:

Successes

- Succeeded in meeting the family of change agents in Sweden at Lund University and learnt and shared valuable experiences that have formed the road map to this implementation. The vast pool of experiences that all countries present presented gave the team comparisons in where the country is and what needs to be done to reach other successful country have reached.
- Were successful in getting the kind permission of our Zambian government to allow the team to travel abroad to learn what other countries around the globe are doing to address the issue of child rights. Appreciated the gesture which availed the team with information on the where the country is on course and where it is lagging behind.
- Succeeded in holding awareness meetings with stake holders with the support of the District Education Board Secretary's office and the school administration.
- Succeeded in forming school and class council thereby broadening participation of pupils in school affairs.
- Managed to provide leadership training to members of the school council to equip them with management skills on running the council.
- Successfully carried out leadership training to the teachers under the continuous professional development programs in relation to the child rights and school council.
- Succeeded in carrying out designed programs by the school council such as vegetable garden, the keep Muyombe clean campaign. The concept of 'keep Muyombe clean' is domesticated initiative from the country's program of 'keep Zambia clean'. The idea of the school vegetable garden was to make Provision right not just a concept but a reality.
- Recorded a slight reduction on the number of early marriages and cases of unwanted pregnancies as a result of debates and symposiums on the consequences of the vices.
- Have seen a reduction of cases of vandalism, fighting and the use of vulgar language by pupils as a result of change of attitude towards the respect for human dignity and worth.

Challenges

- Resentment from some teachers on the change process from the traditional autocratic methods of relating with pupils to one which recognizes the learners as partners in education.
- Resentment from some pupils who have been used to being told what to do from the teacher or someone above them.
- Slow pace at which the desired results are obtained due to other commitments by the change agents and other stake holders.
- Some parents remain unsupportive of the quest to help the learners realize their full potentialities through according them the right to participate, to be provided for and to be protected.

Way Forward

1. Human rights and particularly the rights of the child must be part of the curriculum for all grades, which is grade one to grade twelve and should also be a study area for all trainee teachers in teacher training colleges and the university. This will ensure that issues of child and human rights are defended and protected by all school staff.

2. Schools in Zambia must create initiatives of competing at zonal, district, provincial and national levels in terms of upholding human rights.

3. Government of the Republic of Zambia must allocate meaningful resources such as transport, teaching and learning materials and budgetary allocations to schools to enable them carry out programs that will promote human rights. This political will must be the benchmark of success in child protection.

4. Human rights issues are a global issue and as such, economically developed countries and those countries that have a track record of success in upholding human rights, must give unconditional support to developing countries and particularly to countries with a high record of human and child right abuse. Countries proving to do better in human rights should be given the mandate to promote these human rights in other countries as they share their success stories.

5. African countries should create forum where educationists, human rights activists and other interested stake holders should meet as regions to strategize on how to make the fight against human rights abuse a reality. Strategies should include how to do away with traditional practices that disadvantage

women and children and should also discuss alternatives to these practices. It is important to dwell on alternatives to human rights abuse because most of the people that practice a traditional way of handling issues and that may be violating human rights do so without the slightest feeling of guilt. This is because they may have no other alternative to doing something that has shaped their way of life for many decades.

6. The ministry of education in Zambia and all other countries should formulate or intensify policy on the issues of child rights. This will help the schools to have a direction of purpose in implementing the child right campaign.

7. Top management in the Ministry of Education must undergo training as change agents. This will give a noticeable impact on the implementation of child rights in Zambian schools. When top management understands and appreciates the need for the change process as change agents themselves, they will take an active role in championing the cause of child rights. They will use resources to realize the goals of the cause.

8. Communities should be divergent in what help they offer to the school and the child in particular. Currently, there seems to be a lack of initiatives that address the rights of the child. What has been seen is the usual help which somehow has become routine and uninteresting.

9. School visits for the purposes of intellectual and social intercourse should be encouraged so that provinces that are established like the Copperbelt and Lusaka provinces should visit those that are not as active. This will not only create uniformity but will also enhance the spirit of togetherness.

10. The media in Zambia should be availed with the opportunity to interact with the school setting and the stake holders in order to empower them with what to report and influence their clientele. Wickenberg et al (2009, p. 50) contend that the media is very influential in giving information on the child protection and that this information could take various forms such as T.V ,radios, newspapers, magazines and internet.

Conclusion

In conclusion, the experiences accrued from implementing school and class councils show that the road map to this success cannot be attained in isolation. It requires the concerted efforts of all stakeholders who also include pupils. School is supposed to be the most important setting for imparting the three P:s: Provision, Participation

and Protection. When pupils get involved in issues that affect them, the whole educational and child rights package is bound to succeed. It is therefore important that no education practitioner deviates from this method of education provision. School managers should create interventions that lead to protection of the child, particularly the burden of house hold chores that some learners suffer. When schools create an environment at school where boys and girls have equal rights, opportunities and obligations, they help indirectly in promoting a culture of equal rights, opportunities and obligations at home and in communities. This therefore has a cascading effect of replicating a generation of people who are conscious to human rights and human dignity. School councils should not merely be seen in the smaller context but in a wider context with far reaching positive consequences beneficial to human life.

The project at Muyombe has been an eye opener and is still an eye opener since it is still ongoing. From the administrative point of view, awareness in child rights has made it easier to administer the school. Teachers too have found the project rather helpful and encouraging. Pupils who have since completed school from the time the project was incepted have shown reluctance to leave school because of the attachment created.

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3. Summing up

In this chapter, the Lund University mentors in the International Training Programme Child Rights, Classroom and School Management, are reflecting on some of the focus areas presented and conclusions drawn by both the participants as well as the country teams in their final reports of the change projects related to CRC (the UN Convention on the Rights of the Child). The word project is problematic since the change projects are supposed to run without a defined endpoint, and without special funding. Many of the projects have started change processes which will most probably continue and branch out, which is what happened in the previous 11 batches which included more than 100 country teams, with the first 10 teams starting in 2003-2004. We are deliberately as close to the existing texts in the final reports as possible. We are just summarising, categorising, comparing and highlighting what is already there.

1. Purpose/Aim and Target Groups of the Change Projects

In the matrix below (table 1) we have summarised all *purposes/aims* and *target groups* of the change projects mentioned in all of the 10 final reports of batch 12 to get a clear overview. Horizontally are the focused target groups and vertically are the purposes/aims.

Some change projects are broader and aim at more than one specific area or topic. In regard to purpose, developing methodology is also one of the most focused areas. Another frequent aim is to implement or apply CRC. Only primary schools are in focus as target areas for the change projects in batch 12. No secondary schools are involved in this batch at hand. The purpose of the change projects targeting primary schools is to develop methodology, motivate participation, apply CRC, form student councils, and work against bullying.

Principals are not mentioned as a main target group, but school staff is on the other hand mentioned, and this can include principals or headmasters. Teacher Training Centers with teacher trainees are also focused. Creating awareness is the most frequent aim and that is also discussed within the programme. To motivate or to in-

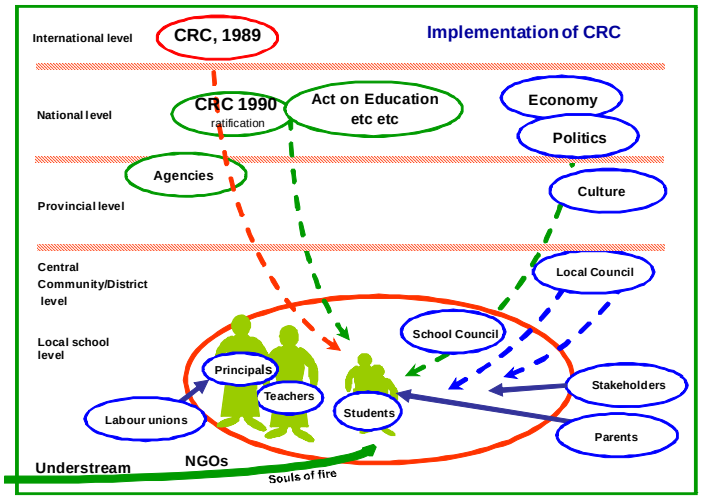
crease participation – most often participation by students, pupils or children - is the most frequently mentioned aim or purpose regarding CRC (see also section 2 below).

Target groups / Purpose/aim	Teachers	Students	School Staff	Parents	Teacher Trainees
Raising awareness	x	xxx		x	x
Developing curricula	x				
Recognizing diversity		x			
Developing methodology	x	x	x	x	x
Motivating participation		x	x	x	
Gaining knowledge	x		x	x	
Applying CRC	x	x	x	x	
Forming student councils					
Changing attitudes				x	
Creating antibullying		x			
Introducing mentors		x			

Table 1. Purpose and target groups of the change project. One change project can have more than one X.

2. The Three Ps and the Levels of Participants and Change Project

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



5 These words or concepts could be very different from country to country. The organisational principles of a state or a country, experienced, realised and learned so far, is very contextual. The same goes for Provincial and District levels in different countries.

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

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

In this section which deals with the summary of the countries and the change projects, the mentors are using the well-known summary of the Convention, the 3 Ps - *Participation, Provision and Protection* - as another point of departure and a base on which to organize the material from the participating countries. These three categories of Ps are usually associated with Eugene Verhellen.[6] The mentors screen the countries from a CRC-3 Ps perspective in the ITP on Child Rights Classroom and School Management.

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6 Verhellen, E. (2000) Convention of the Rights of the Child: background, motivation, strategies, main themes. Bruxelles: Garant.

CRC-focus	Participation	Protection	Provision
Total	9	7	5

Participation is the most frequent P of the 3 Ps on CRC and is used in almost all change projects in batch 12. *Protection* is almost as frequent as *Participation.* *Provision* is highlighted in half of the 10 change projects in batch 12.

Positions of Participants in the three social-administrative levels

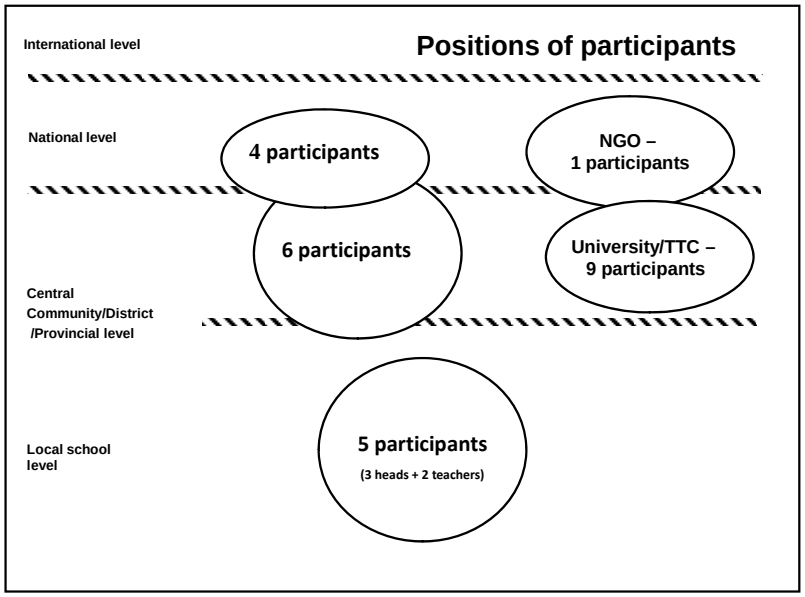

Figure 2: The participants in batch 12 were recruited, as shown in this figure, from the three social-administrative levels: National/State; Provincial/Regional, and Local School level.

The participants in each team which were recruited to the training program are professionally active at all three social-administrative levels, as shown above in figure 2. Ideally there should be approximately 10 participants at each level. This graph shows, however, that out of 25 final participants in batch 12, there are few (5) at the local level (3 principals and 2 strategic teachers). At the national level we have 4 or 5 change agents. The district or provincial level is dominated to some extent by teacher trainers and education officials/officers. This could indicate major possibilities, experience and power to set up and apply the change projects in the educational systems/context where these change agents can best use their space of action.

The Change Projects and the Three Social-Administrative Levels

Below we summarize where the change projects start and/or are take place. We use the same manner and graph to plot the change projects in batch 12. Most change projects are only applied on one level. However some change projects are at all three levels, starting at the local level and spreading to the next level. That is why there are 18 change projects positions at the three levels – and not only 10 as the number of teams in work with the change projects in Batch 12.

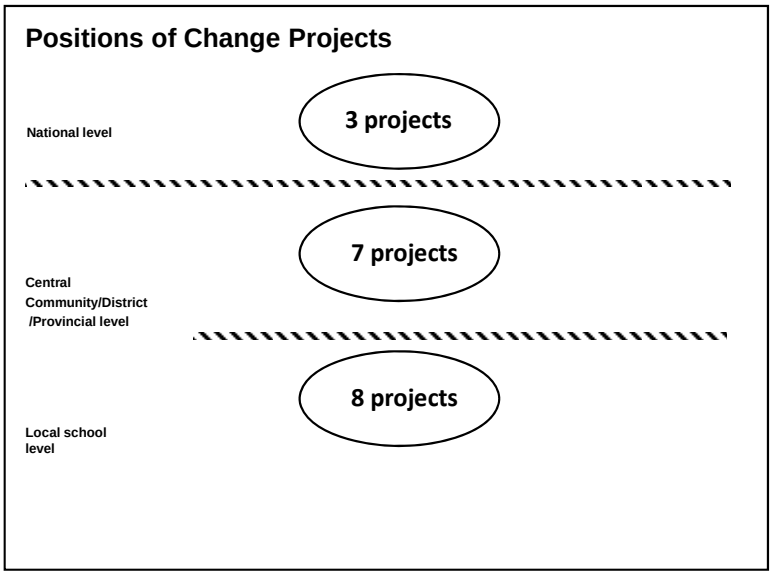

Figure 3: The change projects in batch 12 are active as shown in this figure on the three levels: National/State; Provincial/Regional, and Local School level.

3. Challenges

This section summarizes the different types or categories of Challenges written and emphasized in the 10 final reports in batch 12. There are several challenges in all the change projects. They are presented in the categories found to be most frequent and comments from the mentors are included.

Change is slow - Resistance to Change – Teacher-centered Methods Prevail
It is often emphasized as a challenge by change agents that most change takes time. And we have learned that it does take time. Of course it is not easy to change attitudes and action patterns on every social-administrative level. What we have also seen over the past 8 years in batches 1 – 12 is that the change agents continue to

work on these changes in their social context. They are most often making a difference over time, and they gather in networks to support each other in their continued work. This is one of the possible scenarios in the future for the change processes regarding CRC taking place in the countries mentioned at stake. When teachers start to change their teaching methods they soon realize that their workload is reduced and that the teaching profession is a bit easier - and even more pleasant for the teacher in school.

Lack of Knowledge about CRC - Lack of Awareness of Curricula

In the beginning of the change processes, the lack of knowledge among target groups and stakeholders – and thereby also the lack of awareness of the inner meaning and content of CRC – is a challenge for the participants. Why do they not understand? Why are they not aware of the curricula? The questions are the same all over the world….

In many cases, however, these challenges change when the change projects and the change agents have used training to obtain awareness of the child as well as the possibilities to realize the rights of the child to participate, to be protected and to be provided with education. It takes time, of course, but in almost all cases the activities make a difference in how the child is perceived and understood: a capable human being – as a child – takes part in real life situations in his or her society.

Lack of Resources (money) - Time (time to change)

When this ITP started, we heard the following question quite often: How do you get money for change projects? However, over time we have instead heard more of this reaction: It is quite useful to see that money is not always the first priority when working on change processes. On the contrary: it is very important to realize that we could make a lot of changes in our school or district without more money! There is a lot to be done that does not require money– at least not initially. We have our human resources which can be used in efficient ways. A major challenge is, of course, to prioritize the time required to carry out the change project. All regular work for the change agents must be done as usual. On top of that comes the work with change projects. That is a real challenge for the change agents! But after some time it appears – as we have seen – that it works in any case. The change agents in CRC are highly motivated to make changes in the lives of children in their vicinity. This is top priority for them.

Lack of Support - Parents and Other Key Persons are not Participating

Support by principals, headmasters, other key persons, local leaders and parents is crucial for the change processes in CRC. The key actors on the local social level must be mobilized as soon as possible because they, of course, also have something to gain when CRC is used or implemented. Parents are a good example of those who gain from these learning changes. Schoolwork often improves in many ways.

The atmosphere at home, in the classroom and/or in school often becomes more workable, creative and energetic. But it is important to calculate the time perspective – and to plan from the very start. If the change project has set the foundation for the change project by key persons, it will be easier to get and to raise the support required by different dedicated and motivated actors. We have, over the years, seen many good examples of different types of support which have made the changes sustainable.

Discipline (by students)
This issue is quite often mentioned in connection to abolishing or prohibiting corporal punishment as a tool in maintaining order in the classroom or school - most often the last resort in maintaining order in the classroom. The solution is to find ways to replace different kinds of harsh or corporal punishment with new ways to implement "positive consequences" when students break rules in class. Change agents have made many attempts at replacing punishment in the old way by using rules, norms and consequences decided together with the students, teachers and parents. Student mentoring has been another instrument used in the teaching-learning process in an attempt to restore workable discipline or order in the classroom in a simple manner.

Dealing with Displaced People
In some countries this is a real and very difficult challenge. How should a major problem in a country such as the displacement of people and children in a city be dealt with? The school is said to be a kind of mirror of society – and in cases of displacement, the school is found to be right in the middle of large migration streams within a society. Nevertheless, the change agents are trying to find new methods and ways to open up for inclusive education in the schools in these countries. And they are trying to implement new methods to handle difficult social situations.

Change Agents Lack Authority
When change agents are not given or are not using their power and space of action, they may find themselves in situations and contexts where they lack authority or do not have enough authority to influence the everyday life in classrooms or schools. When this happens the change agents are afraid to open up and challenge the difficult situations. On the other hand, we have seen change agents who are toughening up and taking the needed space of action when necessary. They are opening up for new challenges and realizing that the surroundings adapt to the imposed changes to be made. Most often it is a matter of self-confidence gained in the change team as well as the country network. New and different attitudes of the change agents create new solutions.

Afraid to OpenUp (Lack of confidence among students)
Another challenge is the lack of confidence among students. They are often shy, making participation difficult. We have also seen self-confidence grow among students, and similar to the adult change agents, the students are opening up for change and they are starting to use their space of action at their own level.

Exam Orientation
Over time we have seen the reality of the effects of frequent examinations in schools and education systems in many of the countries in the training programme. The preferred effect is mainly to sort students into different subject areas for further studies. But the actual tragic effect is that these examinations cause severe stress and anxiety on students and parents. They also destroy any possibilities to harmonize the teaching-learning process in the classroom and in schools, something which would provide good, long-term effects on society.
Lack of Educational Arenas for CRC (early childhood and preschool)
It is of great importance that change agents establish creative and constructive social arenas at different levels and in different contexts. Professionals, students and parents need to meet to reflect on important educational issues and challenges regarding CRC and related issues. In some cases the change agents themselves are initiating and creating these educational arenas. That is when they have real possibilities to share their new ideas and their solutions to problems.

4. Way Forward

The last section will sum up the way the teams have planned for the future and for sustainability of their change project. In most cases this information will be found under the heading "Way Forward", and in some cases under the heading "Discussion". Future actions planned could also be placed in categories, presented and discussed below. As seen in the final reports, the country teams in batch 12 have carefully planned for the future.

More Training, More Workshops
This could naturally be found in most of the final reports since the change projects have now just been initiated. Most teams have not yet implemented everything that they planned to implement from the beginning. Capacity building is also the most effective way to gain understanding and change attitudes. As indicated in table 1, the training in most cases focuses on the students.

Develop Material, Tools and Handouts
In order to obtain sustainable change project, the materials are essential. You have to leave something behind. Over time, training and workshops can be forgotten, however the materials will still be there. Access to the materials is also important for the

teachers for use in the future. The creation of materials, tools and handouts goes hand in hand with training and workshops.

Introduce CRC into the Curricula
In the long term perspective many teams aim to introduce CRC into their curricula in the areas in which they work. They could do this according to subject or to methodology, thus creating a learner-friendly environment.

Establish Clubs, Councils or Committees
As shown in table 2, participation is one of the 3 Ps (Provision, Protection and Participation) most frequently referred to in the change projects. One way to include more students and give them more rights to participate is to create clubs, councils or committees. This idea has in many cases evolved from school visits made in Lund, Sweden, where they had the possibility to meet and discuss with the student councils to learn how they work.

Creative and Public Work such as Exhibitions, Poster Sessions, Competitions
There are several creative suggestions for reaching out with the CRC message to parents and stakeholders. Some examples are exhibitions, theatre, poetry reading, etcetera. When working with CRC parent participation is vital. This leads to the parents coming to school more often as well.

Create Resources
Under the heading of Challenges it is clear that several teams experience a lack of resources as one of the major challenges. Since there is no money in the programme, everything must be acquired using contacts and the team members' imagination. Final reports reveal, however, that very much can be done with very little. Sometimes money is not the only key to success. Commitment and passion are essential ingredients.

Use of the Media
In a number of the participating countries the media has an interest in the education sector. This applies to newspapers and radio but to a lesser degree to TV. It has fortunately been shown that newspapers and radio are specifically the media with the greatest coverage. Contact the media to spread information about the CRC.
Reach out, Scale up, and Introduce New Target Groups and New Stakeholders
Several examples of plans to scale up the change project can be found. Initially one or more schools/institutions have scaled up, but plans clearly indicate that more schools/institutions will be included in the future. The manner in which to do this has not been finalized. Some of the change projects must be elaborated. The team members of batch 12 cannot be solely responsible forever. Other committed persons must step up and take over. This delegation as well as capacity building is a

very essential component of sustainability. The manner in which to do it is exemplified below.

Connect to the National Network
In most of the countries in batch 12 there are already representatives who have previously participated in this programme. In some of the countries, these former participants have created a, formal or informal network. For the purpose of sustainability and the possibility to scale up, the national networks are vital partners. Most of the teams plan to get in contact with the national network.

Connect to Other Levels of Education in the Country
Even though most of the change projects in this batch are at the school level, the final reports indicate that the team members have planned how they will take the outcome of their work to other levels. It could be for reasons of support, of resources and/or of scaling up and spreading the change project. In several of the cases contact has already been established and plans for the expansion are being discussed.

Connect to Organizations such as NGOs, FBOs and/or Donors Working in the Area of CRC
Examples in the final reports indicate that there are teams who have already established contact principally with NGOs working with CRC. This is a good way to get support, material and other resources, however it is of essence that the change project remains independent. Several positive connections have been showed.

Monitoring and Evaluation
To ensure that the change project is developing in the right direction and that it will be sustained, monitoring is of utmost importance. Final reports do not mention monitoring and evaluation often as a way forward but it is mentioned in the action plans and time plans. Evaluation for use in development, not principally for control, is a must for sustainability.

A Concluding Remark
There are clearly several passionate and committed team members in batch 12 who are real change agents and are ready to stay in their change project for some time to come. That alone fulfills the overall goal for the programme.

4. Contact Details

For more information about the ITP on Child Rights, Classroom and School Management, please check the website

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Child Rights, Classroom and School Management, Batch 12, 2010a

Lund University has offered the Sida-financed International Training Programme on Child Rights, Classroom and School Management since 2003. The programme targets those in a position from which they can initiate processes of change in the education sector in their countries. During the programme all partici¬pating teams initiate a change project in their respective countries aiming at the reali¬zation of the intention of the Child Rights Convention in policy as well as in practice. This book contains the final reports from Batch 12 with change agents from Cambodia, China, Colombia, Egypt, Ethiopia, Indonesia, Sierra Leone, Tanzania, Vietnam and Zambia.

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