LUND UNIVERSITY

Child Rights, Classroom and School Management

Change Projects from the International Training Programme Batch 13 - 2010b

Wångdahl Flinck, Agneta; Rasmusson, Bodil; Andersson, Lena; Wickenberg, Per; Leo, Ulf; Alfredsson, Emma

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International Training Programme

Child Rights, Classroom and School Management

Final Reports
Batch 13
2010b

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PREFACE

We would like to thank all change agents in Batch 13 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; Colombia, Ethiopia, India, Indonesia, Malawi, Sierra Leone, South Africa, Sri Lanka, Uganda and Vietnam.

Lund, May 2012

Agneta W Flinck – Division of Education, Department of Sociology, Lund University
Bodil Rasmusson – School of Social Work, Lund University
Lena Andersson – School of Teacher Education, Malmö University
Per Wickenberg – Sociology of Law, Lund University
Ulf Leo – Sociology of Law, Lund University
Emma Alfredsson – Lund University Commissioned Education

1 INTRODUCTION

In 2003 Lund University Commissioned Education was given the task, after public tender, to create and administrate a programme on "Child Rights, Classroom and School Management" following the provisions and principles contained in the UN Convention on the Rights of the Child (CRC), Sida's development policy on Education and other internationally ratified instruments in the areas of child rights and education. The programme was oriented to target persons holding a position from where they could initiate processes of change in their home countries. During the years 2003-2009 the International Training Programme (ITP) on Child Rights, Classroom and School Management was arranged 11 times with 330 participants completing it. Most of them are still working for child rights in their countries and have formed national and regional networks. In 2010 Lund University Commissioned Education won the contract in a new procurement for arranging the programme twice a year 2010 - 2012 with an option for another two years. In 2010 the 12th and 13th batch started the redesigned programme and this book is one of the results of batch 13.

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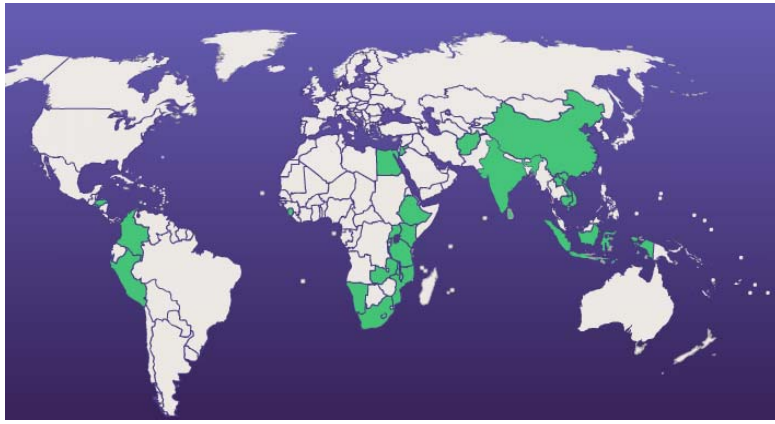
Figure 1: Countries with change agents and initiated change processes as a result of the Child Rights, Classroom and School Management programme

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:

<u>At the local level</u>: 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);
<u>At the regional level:</u> officers and trainers responsible for educational activities at the district or province level;
<u>At the national level:</u> 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	13
Afghanistan							1						
Bangladesh	1	2											
Cambodia												1	
China	1	2		3	4					5	6	7	
Colombia				1	2	3		4	5	6	7	8	9
Egypt			1							2		3	
El Salvador										1			
Ethiopia	1	2		3		4	5	6	7	8		9	10
Honduras		1											
India			1	2		3		4	5		6		7
Indonesia	1		2	3			4	5	6		7	8	9
Jordan		1			2	3		4			5		
Kenya	1			2		3							
Laos				1	2			3					
Malawi			1	2	3		4	5			6		7
Mozambique							1		2				
Namibia		1	2			3			4		5		
Peru	1	2											
Rwanda	1												
Sierra Leone												1	2
South Africa			1		2						3		4
Sri Lanka	1		2	3	4	5	6	7	8	9			10
Tanzania	1	2	3	4	5		6	7		8	9	10	
Uganda				1	2	3	4	5	6	7	8		9
Vietnam		1	2			3	4		5	6		7	8
Zambia	1	2	3		4		5			6	7		8

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:

| Preparations in home country | Programme in Sweden | Work with change project in home country | Progress Workshop | Implementing change project in home country |
| Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
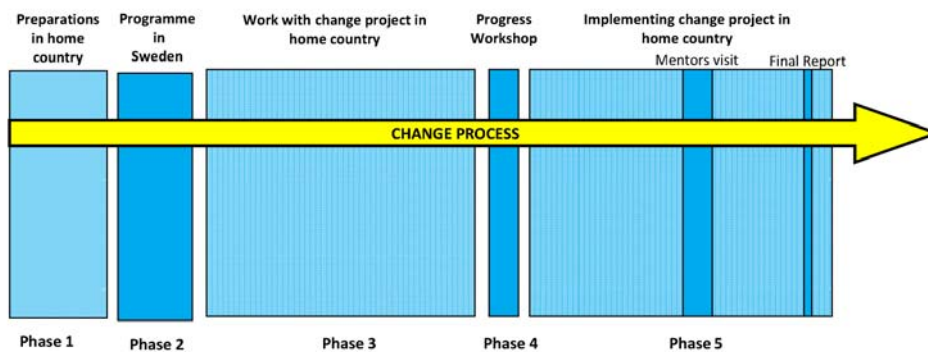
A change project is the frame of the ITP on Child Rights, Classroom and School Management and a process which continues throughout the entire programme. The change project is made possible through teamwork and thus it is of great importance that the entire team is involved in the process and that the 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 13 will follow.

Phase 1 – <u>Preparations in the home country</u> 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. (August – September 2010)

Phase2 – <u>Programme in Sweden lasted</u> 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. (20th of September - 14th of October 2010)

Phase 3 - <u>Work carried out in the change project in the home country</u> 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. (October 2010 - May 2011)

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Phase 4 – <u>Progress workshop in Inner Mongolia</u>, China 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. (June 2011)

Phase 5 - <u>Implementing the project in the home country</u> with assistance from the mentor. After phase four in Inner Mongolia, China, 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. (June 2011 - April 2012)

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

Book of Final Reports

Final reports from all the participating teams in batch 13 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

COLOMBIA

Generating a Child Rights Classroom Culture through Cross-Curricular Materials that Foster Critical Thinking

Astrid Núñez Pardo, Jazmín Olivia Guerrero and Juan Carlos Reyes

1 Frame of Reference

Community participation has gained considerable attention in Colombia since the new constitution (1991) was approved. For the first time, it established in its second article that one of the main goals of our Nation is to "facilitate everyone's participation in the decisions that affect us…" In the same year, Colombia ratified the Convention of the Rights of the Child (henceforth CRC). Later on, the National Education Act (1994) defined the *educational goal* as the respect for human rights, especially those regarding life, peace, democracy, tolerance and freedom. In that context, over the last twenty years Colombia has been engaged in the design of several strategies to make this a reality, by stating in the National Plan on Education 2006 - 2010 that participation is a priority. Consequently, the National Ministry of Education (henceforth MEN), created the program on Human Rights and citizenship called Eduderechos.

The National Education Act 115 (1994) defines the school government as the primary authority for participation and decision making in schools. It also mandates that all educational institutions should have a school government body to allow teachers, parents, pupils and school administrative staff to discuss relevant educational issues. The role of the school government in the public sector is to resolve proposals regarding its rules and code of conduct; the organization of different extra-curricular activities (social, sports, cultural, pedagogical and artistic activities) and the promotion of educational plans and processes to improve the quality of services. Moreover, it deals with the administrative and budget issues and the establishment

of participation, tolerance and democracy. The main purpose of the National Education Act is to promote participation in the decision making process regarding school management and pedagogical aspects, and express it in the School Educational Institutional Project (Proyecto Educativo Institucional, henceforth PEI).

At the local level, Bogotá has taken the lead in the implementation of the educational public policy. The government has designed strategies to enforce the Child Rights through punctual programs focused on provision, protection and participation. Indeed, since 2004 Bogotá has implemented a public policy for the quality of life of the children (Política Pública por la Calidad de vida de los niños y las niñas) whose aim is to direct every effort made by both private and public sectors in favour of children. The Secretary of Education in Bogotá (henceforth SED) has established the participation approach as the main strategy to achieve better quality in education. It has also appointed the educational community; namely teachers, directors, family members, and children as the participants, being the learners the most important agents of all.

We agree that the educational system has a vital role in the education of values in society. We are also in accordance with the Swedish International Cooperation-Development Agency's (henceforth SIDA) view that "respect for human rights is largely a prerequisite of democratization and a democratic decision-making process reinforces the protection of human rights" (p. 5). This suggests that in the school context, the right to participation includes the respect for the views of the child, freedom of expression, access to appropriate information and freedom of thought, conscience and religion. In the same fashion, Roger Hart's (1991) definition of participation is complementary. He presupposes that when participation occurs, a community is able to acknowledge an individual's resolutions. This, in turn, has an impact on the life of every member of the community.

Participation underlies the development of critical thinking skills. That is, in a classroom children share and discusses their views and life experiences concerning Child Rights in an atmosphere of collaboration. Therefore, participation and the development of critical thinking through cross-curricular materials in the classroom have been the chosen tools to promote a Child Rights Classroom Culture. We are convinced that the role of teachers is to make every effort to implement effective learning and teaching methodologies that help children become self-confident, reflective, creative and critical thinkers. Hence, counting on SIDA's sponsorship, we implemented a project that focuses on fostering children's participation at Manuel del Socorro Rodriguez School and teacher development in several public schools that belong to different localities spread all over the District of Bogotá.

Teacher development implies that educators improve their pedagogical and methodological knowledge and practice in Child Rights through teaching specific content in human rights in all school subjects (PLANEDH-Colombia 2006-2010, 2010-

2014). Indeed, the United Nations defines the education in human rights as "a set of training, outspread, and information activities aiming at creating a universal culture in the field of human rights" (Corlazzoli, 2007). In our context, we need to develop teachers who endorse a culture of child rights in schools

By the expression *Child Rights culture* we mean to translate the rights of the child into a daily routine within the school and classroom contexts. Such culture implies fostering educational quality, solving problems, promoting effective learning, and changing negative attitudes by means of participation and respect in the classroom. This is a need highlighted in the Plan Nacional de Educacion en Derechos Humanos (PLANEDH-Colombia 2006-2010,2010-2014), which states that to create a culture of rights it is paramount to teach "values such as justice, cooperation, solidarity, commitment personal and collective autonomy, respect, etc....and question those that are anti-ethical like discrimination, intolerance, ethnocentrism, blind violence, indifference and discord..."(p, 70-71).

Consequently, our intention is to find a way to generate an institutional culture underpinned on Aguirre's (2009)   insight as a set of behavioural patterns that emerges from the social interaction and leads to the establishment of an identify. By the same token, (PLANEDH-Colombia 2006-2010, 2010-2014), views culture as "dynamic, collective and endless process of meaning construction that build and shape social relationships...." (p. 75). Indeed, once teachers have raised awareness of Child Rights and pondered upon ways to make them visible in the classroom through specific content and activities, they are enabled to become change agents and to help children become subjects of rights.

Based on Schafersman's (1991) work, we understand critical thinking to be a relevant, reliable, reflective and dexterous reasoning that aims at improving the thinking skills of students preparing them to succeed in life. In the same line of thought, Burgess (2010) asserts that identifying problems and developing sustainable solutions make part of being a critical thinker and it is therefore essential to attain social progress. Likewise, Cárdenas (2001) affirms that critical thinking entails mental processes and strategies we use to learn new concepts, solve problems and make decisions. Then, for the purpose of this project, critical thinking is understood as the construction of knowledge based on the Curriculum for the Swedish compulsory school system (2006) lpo 94, p. 6) as a complex concept, which can be expressed in a variety of forms like facts, understanding, skills, and accumulated experience, which interact with each other.

Following Vogt's (1997) ideas, the term cross-curricular instruction is an approach dealing with themes and topics that contribute from several content areas such as science, social studies, arts, and the sort. Besides, it engages learners in authentic literacy tasks that emerge from interesting and worthwhile topics and ideas; privileges different kinds of reading materials for several purposes, and fosters investigation.

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In the same way, Hayes (1989) claims that interdisciplinary units foster relevance and motivates students to break with the traditional view of knowledge and begin to actively cultivate multiple perspectives that will serve them in the larger world. Then, in our perspective, cross-curricular materials entail integrating language skills across a variety of content areas while engaging students in solving authentic tasks that set learning around the exploration and analysis of issues that affect our society.

We do agree with Willis' view (1995, as cited in Vogt, 1994, p.2) of cross-curricular materials. She defines them "as a variety of texts, as well as 'real world' materials such as brochures, magazine articles, interviews, maps, and informational signs that increase learners' understanding and build a foundation that will prepare them for future 'real life' reading and writing tasks." In fostering cross-curricular materials, we attempt to set learning around the exploration of issues and problems that influence our society; engage learners in authentic tasks; and integrate the language skills.

It is our belief that our teachers could benefit from the implementation of activities and class dynamics permeated by cross-curricular materials that promote the use of critical thinking skills. In this manner, teachers and students will be involved in a learning environment that favours open discussions of CRC issues, making proposals regarding ways to put Child Rights into practice, and allowing them to impact their classroom pedagogical procedures.

2 Purpose

2.1 Experiencing Child Rights through Participation
We developed our project at Manuel del Socorro Rodriguez school in Rafael Uribe Uribe Locality. The main goal of our project is to promote leadership and active participation of children and youngsters at the school and the classroom for optimal exercise of their rights. To attain it, these agents required permanent training because the school teachers and students did not have enough information about the different bodies of participation and their duties and responsibilities of each member, nor their influence on the school. We started, through the development of our project, by supporting the process of school elections through instructional meetings about CRC; the importance of participation; the different projects and existing strategies at local, district and national levels and the different forms of participation; as well as the implementation of a series of workshops on participation, leadership, and Child Rights.

The aforementioned activities attempted to change the lack of students' participation at the school since it had been reduced to only the election of ombudsmen, a student representative from each grade. However, they have not had any influence in the school decisions even though the National Education Act 115 (1994) and the decree 1860, clearly state specific duties for them in relation to the defence and fulfillment of Child Rights.

2.2 Teacher Development

The project aims at generating changes in classroom management practices through CRC cross-curricular materials that foster critical thinking. In order to do so, it is necessary to sensitize teachers on the Rights of the Child; generate socio-cultural changes that favor the full exercise of Child's Rights; foster their daily practice; and make the academic community sensitive and responsive to their importance. All this should be explicit in the teachers' lesson planning, materials and behaviours.

On the one hand, the short-term purpose of the project is to raise the English teachers' awareness of Human Rights and the Child Rights Convention (CRC) in the Colombian context, by sharpening their insights about the rights and duties of the Child. On the other hand, it attempts to transform the classroom into a participatory teaching and learning setting, in the medium term.

The original project plan included 60 English teachers. However, the actual participants of the project were 90 English teachers: (39 in-service teachers, 50 pre-service teachers, 1 teacher who did not answer the survey) from 9 localities at Bogota District. They were Usaquén (locality 1st), San Cristobal (locality 4th), Usme (locality 5th, Tunjuelito (locality 6th), Bosa (locality 7th), Engativá (locality 10th, Puente Aranda (locality 16th), Rafael Uribe Uribe (locality 18th), and Ciudad Bolívar (locality 19th). Likewise, there were 3 School English coordinators, and 3 professors from public and private universities.

3 Methodology/Activities

First, we discussed our roles in our two-branch-project: Experiencing Child Rights through Participation and Teacher Development.

- Jazmín and Juan Carlos were responsible for the local project with 50 preschool and primary teachers, parents and students at Manuel del Socorro Rodriguez School. They developed a plan to follow and accompany the Student Council process, families and teachers in relation to school government and participation.
- Astrid was responsible for the teacher development branch of the project. She was in charge of organising and developing the CRC Seminar-Workshop with 90 teachers in the target locality (Rafael Uribe Uribe), which she extended to nine localities. This project counted on the support of colleagues from batches 11th and 12th for presentations and workshops as can be seen in the seminar agenda (Appendix 2).

3.1 Experiencing Child Rights through Participation

Having discussed our roles in the development of our two-branch project, each one of us started to work based on a chronogram of activities.

- Meetings with stakeholders to identify the national and local strategies to set the aims of our project.
- Sharing the project with the school principal who became a committed ally in this process. She suggested we met several other people and proceeded to introduce us to school teachers.
- Meetings with the Local Direction of Education (Direccion Local de Educacion, henceforth DILE) who presented to us the strategies they were planning to implement. Nonetheless, it was not possible to obtain from them any real involvement in these areas.
- Meeting with the leader of the implementation of students' councils and school government and giving a talk in this regard to the students.
- Allying with District Institute for Participation (Instituto Distrital para la Participacion y Accion Comunitaria, henceforth IDPAC).
- Accompanying the school elections through meeting with school teachers about CRC, the importance of participation; the different projects and existing strategies at local, district and national levels and the different forms of participation.
- Meetings with students, from primary to secondary school, to instruct them about the different forms of participation that the laws established for them and the different possibilities of students' involvement.

- Developing a series of workshops with the Student Council that had been elected to explain participation, leadership, and Child Rights; namely identifying rights in different contexts (school, family and city level); understanding my duties and responsibilities as members of society; what participation should be called, Hart's Ladder of Participation; and introduction to participation at school level.

- Participating in DILE's "School Youth Leaders Meeting", in which the school's Student Council was able to share their experiences with other school's student councils.

- Holding a second series of workshops and seminars with students with the support of IDPAC who trained the students' councils on mechanism of youth participation at the local and district level and how to get involved in the elections of the local youth council.

- Helping the Student Council in what concerns to campaigns for elections. To do this, we invited students to register in specific schools of the locality to exercise their right to vote, to form the Student Council with four candidates for the elections of the local youth council, and to write a common proposal.

- Obtaining support from the local Mayor's Office of the locality, and the Institute for Participation Luis Carlos Galan. The first one included our school in their educational programs, and gave some economical resources to the school to continue working in favour of the Child Rights. The second one came to our school to train students on human rights and participation.

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3.2 Teacher Development

The seminar-workshop was organised with hard work and passion; it involved different stakeholders and sponsors; and counted on the support from two batches (11th, 12th and 14th) who contributed with a very positive attitude. We organised every detail of the seminar playing a variety of roles and managed to have three different batches presenting their projects. The following section summarises all the steps to develop our CRC seminar-workshop.

- Brainstorming topics for the seminar, making a list of possible guest speakers and holding a meeting with the President of the Local Administrative Committee of our target locality.
- Meetings with the President of the Local Administrative Committee, the Edil and the Education Resource Chief of a neighbouring locality to arrange a radio session on the CRC Seminar to divulge the event and decide the final venue for the seminar at a public school in the target locality.

- Meeting the principal of the school to decide the venue, furniture, and the audio for our seminar.
- Looking for sponsorship in both the private and public sectors (Publishing houses, public and private universities and some restaurants and food businesses).
- Meeting the principals of other three public schools at the target locality and holding telephone conversations with the principals of other seven public schools that belong to localities that are nearby.
- Sending personalised invitations to the Faculty of three Master's and undergraduate programmes in Education and Language Teaching of the city.
- Contacting colleagues, from 11th, 12th and 14th batches to confirm their speeches for the seminar.
- Extending the invitation to public schools that belong to the selected 9 localities in the District of Bogota.

- Designing and sending the survey (Appendix 1) for teachers to answer via e-mail in order to characterise our audience and set the starting point for our presentations.
- Starting the pre-registration process in the CRC Seminar electronic mail: crcseminar@gmail.com.
- Confirming sponsorship from publishing houses, printing businesses and private universities.
- Visiting the venue of the event to arrange all the logistics of the event.
- Studying the proposed agenda with change agents and colleagues from batches 12th and 14th
- Characterising the attendees of the event based on the information gathered from the survey (39 in-service teachers and 50 pre-service teachers; 56 teachers knew very little about the CRC; 32 teachers had some knowledge about it ; 64 teachers said they would like to learn about Methodological Approaches to Create a Child Rights Culture; 66 teachers did not know about the inclusion of CRC in the Educational institution or its Proyecto Educativo Institucional (PEI), and few teachers said that the academic council, the committee of cohabitation and some teachers were in charge of promoting and preserving all these rights.
- Delivering the seminar and tabulating the evaluation form.

4. Results

4.1 Experiencing Child Rights through Participation

Our project at Manuel del Socorro Rodriguez school has started to change the participatory spaces from being formal discourses to a real involvement that allows the children to take action in decision making regarding school matters. In other words, the school has broadened the reach of democracy and participation to the different spheres in which children are involved not only in academic spaces but also in public ones and even in the design of public policy. We have implemented this project holding on to the strong belief that a school must be a place where democracy is alive; a place where different ideas and opinions gather as well as different cultures and colours. That is to say, that a primary school is where the first steps of socialisation take place as part of the educational process, it should then guarantee the conditions for free, open critical thinking.

In the short term, our project has become a strategy in itself. This school has presented to the SED a broader one called "The Eighth Week: a strategy for implementation of cycles and the development of innovative pedagogical projects", which was latter published. Hence, one of the cycles at the school is called Human Rights and school democracy: "Child Rights, Classroom and School Management" (participation and leadership). This venture has reached 2.337 learners, 110 school teachers and 10 alumni from school. One aspect to highlight is that it has been able to fundraise more than 7 million pesos (around USD$3.700.)

Another important result is that the members of the current Student Council are recognised as leaders who participate in decision-making procedures at school. Moreover, a member of the student council was elected as representative of the school in the locality. Furthermore, we trained the Student Council and 30 learners, in leadership in association with other entities such as IDPAC and the Foundation for Democracy Luis Carlos Galan.

As one of the medium term results we have that the students led recreational and cultural events in the school, fundraised money, and managed it. The students from pre-school to secondary planned activities, organised work teams in their classrooms, and developed all the procedures during a free day. Among the activities, we can mention movie club, sports tournaments, food-sharing, cooking and dancing. From that moment, the Student Council started to gain recognition at school. Students responded by organising themselves as work groups, electing a "Board of Directors"

and creating their own regulations. This certainly has reinforced their confidence and self-esteem. They are now able to make proposals and initiatives.

We must thank the school principal and the directors. All of this would have been very difficult to accomplish without their support. They reduced our class load to make it easier for us to focus on this task. The DILE's director has publicly recognized this project since its leading teacher demonstrated hard work and commitment.

4.2 Teacher Development

Seventy five teachers out of the ninety attendees, answered the evaluation of the event, which allowed us to identify some relevant aspects that evidenced the achievement of the short-term results stated for the teacher development branch. In addition, they made some suggestions for the inclusion of more workshops, the reduction of the time allotted for the event, the quantity of food, and the location of the venue.

Thirty three observations referred to the achievements of the first short-term result, namely to raise teachers' awareness of Human Rights and CRC in the Colombian context by sharpening their insights about the rights and duties of the Child. The following excerpts illustrate the previously mentioned issue:

"In my opinion this seminar-workshop is so important for us to understand how relevant is the work that teachers do for children in order to give them the best conditions to develop, learn and life." (sic)

"I found this seminar very valuable because it placed the debate on the Rights of the Child within our schools. It also contributed in three very important aspects: Information about the state of the Rights of Child in our country, reflection on the attitudes of growing indifference towards this issue, and the way in which we as teachers must intervene and help to build a culture that defends their Rights."

The afternoon practical sessions of the seminar allowed English teachers to recognise Child Rights in different contexts; analyse different cases of Child Rights violations; establish cause and effect relationships in relation to their children rights and duties; and provide respective solutions regarding Child Rights. They are the indicators we stated for the first activity of the project and I will show them in a video during phase four.

Thirty seven observations referred to the achievements of the second short-term result, namely, to raise teacher awareness, willingness and commitment by using

cross- curricular materials that foster critical thinking skills. Let us consider a few instances that exemplify this issue. The following transcriptions illustrate these perceptions.

"They integrated pertinent methodologies and strategies for teachers to make Child Rights a reality in the school and classrooms."

"It motivated me to use the cross-curricular materials and critical thinking as a way to approach Child Rights and duties."

The afternoon practical sessions of the seminar, sensitized teachers on the importance of using critical thinking and cross-curricular in the classroom; teachers self-evaluated their own practices. In addition, they made decisions based on context; analysed different cases of Child Rights violations; and reflected upon their experiences, feelings and beliefs.

Finally, the teachers suggested that the we should include more workshops (21, 33%); that the event should be shorter (10,66%); that lectures should start on time (12%); that they should have been given more food (2,66%); and that the venue should be closer to the town centre (10,66%).

To achieve the medium-term results, we planned to ask a sample of 20 English public school in-service teachers to implement some of the activities developed in the workshops of our event. This allowed us to identify the indicators established for the medium-term outcomes, and to gather information that is more reliable on both students and teachers CRC experiences. There is a need for more time to incorporate CRC lesson and develop activities with their students.

After the development of our event, a public school and two private universities have invited us to hold it at their campuses promising to provide all the facilities needed and fully sponsor it. Similarly, after our mentor's visit in August 2011, the five universities (two public and three private) where he helped us sensitise and raise teachers' awareness of the possibility to make a change by promoting Children's Rights, are all interested in having us develop our event at their locations. However, as Uniempresarial has always been committed to support us and to sponsor the event as part of their social projection, we will continue holding it at its premises.

Therefore, we will continue offering our event once a year integrating members of all the Colombian batches as presenters of their projects. We will also invite pre-service and in-service public school English teachers as our main target population who will eventually become change agents that foster Children's Rights. Correspondingly, as a way to expand our space of action, we will invite English teachers and professors from both public and private universities to be part of our audience as potential agents of change. Finally, our event will also invite speakers from macro

institutions such as the National Ministry of Education (MEN), The Secretary of Education (SED) and some Non-governmental Organisations (NGOs).

5. Discussion and Reflection

5. 1 Experiencing Child Rights through Participation
Time has been a special issue regarding implementation of the project at the school. At the beginning, the implementation of the project was seen with doubtful eyes; fortunately, this has changed over the months to the point that now all of the teachers support it, which does not necessarily mean that they all are sensitised on CRC and participation. The capacity to deeply understand what underlies this concept will take a long time to be incorporated in teachers' work and educational process. We need to do more in terms of networking with other schools and institutions in this subject. We also need to get parents involved because it is in the family, where children take their first steps in participation.

5.2 Teacher Development
The time allotted for each phase made us rush asking for the implementation of CRC activities. In addition, due to the school calendar in Colombia, March is a hectic month for teachers since they have to write students' reports for the first term of the school year, attend pedagogical training sessions in their schools plus the regular load of work, which hinders teachers' effective involvement in the implementation of cross-curricular material that fosters critical thinking. However, few public school English teachers reported that after attending the seminar they made the decision of implementing some of the CRC activities worked in our event. They observed that during the activities their pupils were able to listen to one another and respect each other's opinions. They also said that their pupils were more motivated to participate and express their ideas in class. The following artefacts and transcriptions evidence the previously mentioned aspects.
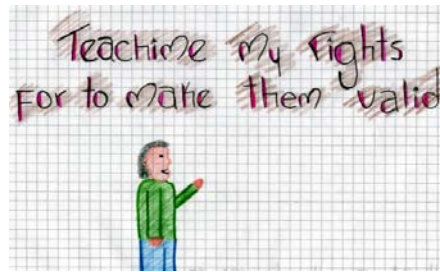
"The children have the right to respect, also to the education." JL (sic)

"If I respect the right of the others, they respect mine." BR (sic)

For our team, this has been an enriching experience since we were able to count on the support of colleagues from other batches, friends and students. We struggled organising the event because it was the first time developing a two-day seminar-workshop. However, what kept us going was the idea of offering more versions of the event and help others to organise seminars like this involving future batches. We were short of time to get all the sponsorship needed. Having more time to organise it would have been advantageous, but we had to adjust everything to the dates that were given to us at the venue.

A lesson we have learnt is that one should always count on true friends to work with. An event like this is a real challenge that would not have been accomplished without the commitment and cooperation from colleagues, relatives and friends. Likewise, when dealing with macro institutions like the Ministry of Education it is important to have an influential contact there to be able to have their presenters on stage. Finally, some of our colleagues expressed that the seminar workshop was a success and that they liked how the 3 different batches were present and contributed with a very positive attitude. Similarly, they said it was a pleasure to contribute by participating as presenters in the *1st Seminar-Workshop on Generating a Child Rights Classroom Culture through Cross-Curricular Materials that Foster Critical Thinking -* organized with such hard work and vision. Last but not least, most of the participants described the event as a well-organised and professional one. These remarks reinforced our beliefs that the experience was successful.

6. Way Forward

6. 1 Experiencing Child Rights through Participation

Our way forward includes articulating participation and school government to the project on Teacher Development. That is, we are going to participate as presenters in the second event on CRC issues. Additionally, we are planning to integrate the parents of the school children in the workshops on participation.

6.2 Teacher Development

We have already organised the second event to be held at Uniempresarial in March 2012. For this event, we have invited our mentor to open the seminar-workshop as well as change agents from Batches 10, 11, 12, 13 and 14 to share their projects and they have already accepted. Finally, we have recommended a strong team of professionals from the local, intermediate and central level to apply for the 2012 course on Child Right School and Classroom Management who are eager to follow our lead on teacher education.

To guarantee the sustainability in the teacher development branch, first, our team is committed to continue working on the product to be applied in teacher development: *The Annual Seminar-workshop on CRC Issues and Socialisation of Change Projects Findings*, which involves current and future batches. Second, to guarantee teachers' effective involvement in the implementation of cross-curricular material that fosters critical thinking, our stakeholder- Uniempresarial- is willing to sponsor a publication on Guidelines for CRC in Classrooms based on the workshops developed during a two-year period. Third, we are committed to continue searching for professionals interested in becoming part of this teacher development project.

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Survey for English teachers who are officially pre-registered as participants of the first Seminar-Workshop about the Convention on the Rights of the Child (CRC): **Generating a Child Rights Classroom Culture through Cross-curricular Materials that foster Critical Thinking**

Dear colleagues,

I am working on a presentation to share the experiences we have lived through the planning, implementation and development of our first CRC Seminar-Workshop addressed to Pre-school, Elementary and High School English Teachers. Thus, I would like to know your perceptions in relation to our idea of offering theoretical foundations and practical pedagogical strategies that may empower you to transform the classroom into a participatory and protective teaching and learning setting that contributes to the understanding of the intention of the Child Rights Convention both in theory and practice.

I would appreciate your cooperation in completing the information below. Please, feel free to answer it in English or in Spanish. Many thanks for your consideration.

English teacher's name: _____

1. Select your age group.
- 30 – 40 ____
- 40 – 50 ____
- 50 – 70 ____

2. Choose the category you belong to.
- Pre-service teacher ____
- In-service teacher ____

3. Select your academic background.
- Undergraduate student ___
- Graduate teacher ___
- Specialist ___
- Master of Arts (M.A.) ___
- Other ___

4. Chose the sector and level you work for.

	Pre-school	___
- Public ___	Elementary	___
- Private___	High School	___
	University	___

5. In regards to the Convention of the Rights of the Child (CRC),
- I know very little about it   __
- I have some knowledge about it   __
- I know a lot about the topic   __

6. In relation to the Rights of the Child in the Colombian Context
- I know very little about it   __
- I have some knowledge about it   __
- I know a lot about the topic   __

7. Regarding the Methodological Approaches to Create a Child Rights Culture in the Classroom,
- I know some, but I have not implemented them   __
- I have implemented several approaches   __
- I would like to learn about them   __

8. Does your Educational institution or its Proyecto Educativo Institucional (PEI), include the principles of the Convention of the Rights of the Child across the curriculum?
-Yes   ____   - No ____   -I do not know ____

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

10. What does the possibility of attending this seminar-workshop mean to you?
- A possibility to explore other methodological alternatives   __
- An opportunity to learn about CRC   __
- An alternative to implement some pedagogical strategies   __
- An option to carry out research studies/projects   __

11. What made you decide to register as participant of the first CRC Seminar-Workshop?
_____

12. Did you have any difficulties along the pre-registering process of the seminar-workshop?
- Yes __   - No __   If so, which ones? _____
We would appreciate if you give us permission to include some of your answers in the presentations we will give and in an article we intend to submit for publication. We plan to use a fictitious name to protect your privacy. If you accept, please write the name of your choice in the space provided: _____

Thank you for making the time to answer this survey.

Appendix 2: CRC Seminar Agenda

Generating a Child Rights Classroom Culture through Cross-Curricular Materials that Foster Critical Thinking

Location: Enrique Olaya Herrera School-Library		**Location:** Enrique Olaya Herrera School-Library	
March 3rd, 2011 (Thursday)		March 4th, 2011 (Friday)	
7:30-8:00	Registration	7:30-8:00	Coffee Time
8:00-8:15	Opening and welcome	8:00-9:30	***Human Rights in School: An Approach to Citizenship, Peace and Progress***
8:15-9:40	***An overview of the Convention on the*** Rights *of the* Child (CRC) and Sida's *Advanced International Training Programme* Claudia Torres Jaramillo M.A. Universidad Distrital Francisco José de Caldas		Carolina Valencia Vargas M.A. Universidad Externado de Colombia
9:40-10:00	Coffee Break	9:30-10:00	Coffee Break
10:00-11:15	***The Rights of the Child in the Colombian Context*** Adriana López Jamboos Master's Candidate in Research and University Education from Universidad Sergio Arboleda Ministerio de Educación Nacional (MEN)	10:00-11:00	***Building up Values and Fostering a Respectful Atmosphere in the EFL Classroom*** Clara Inés Quiroga C. Master's Candidate in Education with Emphasis on English Didactics from Universidad Externado de Colombia Fundación Universitaria Empresarial de la Cámara de Comercio de Bogotá Uniempresarial
11:15-12:30	***Recognising our Cultural Diversity in the Classroom*** Juan Camilo Gaviria Betancourt M.A.-Ministerio de Cultura Andrea Jaramillo Contreras- Specialist in Social Politics - Alta Consejería para la Reintegración, Marcela Jaramillo Contreras- Specialist in International Cooperation and International Relationships- Secretaría de Patrimonio Cultural	11:00-12:00	***Towards the Definition of Leadership in the Educational Context*** Sanjay Nanwani Kishore M.A. Externado de Colombia Universidad de los Andes
		12:00-1:30	Lunch in situ
12:30-1:30	Lunch in situ	1:30-2:50	***Cross-Curricular Materials and Critical Thinking: A Path to Make Child Rights "walk and talk" in the Classroom (Part B)*** Astrid Núñez Pardo M.A. María Fernanda Téllez T. M.A. Clara Inés Quiroga C. M.A. Candidate Marina Gil Valero M.A. Candidate Javier Alexis Junca Vargas M.A. Candidate
1:30-2:30	***Cross-Curricular Materials and Critical Thinking: A Possibility to Create a Child Rights Culture in the Classroom*** Astrid Núñez Pardo M.A. Universidad Externado de Colombia Fundación Universitaria Empresarial de la Cámara de Comercio de Bogotá Uniempresarial		
2:30-3:30	***Cross-Curricular Materials and Critical Thinking: A Path to Make Child Rights "walk and talk" in the Classroom (Part A)*** Astrid Núñez Pardo M.A. María Fernanda Téllez T. M.A. Clara Inés Quiroga C. M.A. Candidate Marina Gil Valero M.A. Candidate Javier Alexis Junca Vargas M.A. Candidate	2:50-3:30	***How to Approach Human Rights through Literacy*** Sandra Milena Santos Ortiz Master's Candidate in Education with Emphasis on English Didactics from Universidad Externado de Colombia
		3:30-4:00	Coffee break
3:30-4:00	Coffee break	4:00- 5:00	**Seminar-Workshop Evaluation**
4:00-5:00	***Promoting Child Rights through Story Telling*** Sandra Marcela Falla Barragán Especialista en Educación Bilingüe Universidad El Bosque	5:00-6:00	**Closure: Solo Concert and Certificates**
5:00 – 6:00	**Seminar-Workshop Evaluation**		

ETHIOPIA

Changing the Leadership Role in Implementing the Child Rights in Selected Schools of Bole Sub city, Addis Ababa

Dilamo Otore, Roman Tesfaye and Daniel Mekonnen

1 Frame of Reference

The right to child has to be respected by the whole members of society and by the state governments mainly. Among institutions Schools are major places where significant work could be done to respect the rights of a child. Especially pre and primary schools are strategic areas to lay a foundation for the implementation of the Child Rights. School leadership should play indispensable and irreplaceable role in this regard. School leaders needed to create conducive environment for the school community, the environment in which democratic culture could easily be developed. Moreover, school leaders have to bring the child at the center of the learning- teaching process, which means the best interest of the child should be respected adopting participatory approach.

Since leaders are very important, they need to be capacitated and hold the knowledge and skill required to promote and respect the right of the child in schools. Leaders of school need to embrace the principles of the rights of the child and lead on properly.

The Ethiopian team of batch 13 has opted for the this project entitled 'Changing the Leadership Role in Implementing the Child Rights in Selected Schools of Bole Sub city, Addis Ababa for the above mentioned reason; and below the international and national frame works are stated in detailed.

1.1 The International Framework

The UN Convention on the Rights of the Child (UNCRC) is adopted in 1989 by the UN and ratified by Ethiopia only after two years in 1991. The right to education, which is one of the child rights specified in article 28 and 29, is recognized as a human right since the 1948 adoption of the Universal Declaration on Human Rights. Since then, numerous human rights treaties have reaffirmed this right and have supported entitlement to free, compulsory primary education for all children. , The education for all by 2015 commitment was launched in 1990 to ensure for all children, particularly for girls, for those in difficult circumstances and for those belonging to ethnic minorities, to have an access to and complete, free and compulsory primary education of good quality.

In the 2007 UNESCO and UNICEF report the issue of education is addressed using a rights-based approach which contained three interrelated rights: the right of access to education, the right to quality education, the right to respect within the learning environment. Article 29 of the UN Convention on the Rights of the Child for which Ethiopia is party, states the purpose of education as "preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin."

1.2 National Framework

The 1995 Constitution of the Federal Democratic Republic of Ethiopia marked remarkable change in Ethiopian human rights arena. Chapter III of the Ethiopian Constitution covers matters of all Fundamental Rights and Freedoms. Article 36 of the Constitution provides the rights of children specifically among which the best interest of the child, the issue of corporal punishment, the child labor and the right to life are stated.

In addition, article 9 sub article four of the constitution states that any international conventions ratified by the country would be part of the law of the land. Also Article 13 asserts that, the fundamental rights and freedoms enumerated in this Chapter shall be interpreted in a manner consistent with the Universal Declaration of Human Rights, international human rights covenants and conventions ratified by Ethiopia.

So far, Ethiopia ratified core international conventions which include: International Covenant on Economic Social and Cultural Rights – ICESCR, International Covenant on Civil and Political Rights – ICCPR, International Convention on the Elimination of all Forms of Racial Discrimination – CERD, International Convention on the Elimination of All Forms of Discrimination against Women – CEDAW, Convention on the Rights of the Child – CRC, and International Convention on the Rights of Persons with Disabilities – CRPD

The right to education is ensured in numerous CRC articles, but the related articles to the project are article 23.3-4 recognize the need for special education for children with disabilities. In relation to health, the CRC acknowledges the importance of health education for both children and their parents in article 24. Article 28 creates an obligation for the State to provide free and compulsory primary education. Article 29 continues with setting out the aims of education, describing that it should be geared towards developing a child's personality, talents and mental and physical abilities to the fullest extent.

Therefore, the state has an obligation to issue and implement relevant policies and strategies of education with regards to access, quality and respect the child rights. The access to education is concerned, across the country relentless effort is being made; and because of this the net enrollment rate of primary level in 2008/9 reached 83%, 81% girls and 84.6 % boys.

The issues of quality is now attracting the attention of the government and the packages formulated to realize quality education are designed and communicated all over the country which include six program components: school improvement, teacher development, civic and ethical education, Information communication technology, curriculum designing and educational leadership and management programs which we call General Education Quality Improvement Package (GEQIP).

The chosen project therefore has a direct link to the educational leadership and management programs and interrelated to other programs of the government in various ways; hence it is important to build upon what is there on the ground. The first step is making an assessment and getting to know the gaps and strengths in relation to leadership of the selected schools; secondly the school principals are trained on CRC and leadership role; alongside teachers, students and parents are oriented on the purpose of the change project. Communication is made with: the Ministry of Education, The Education Bureau of Addis Ababa City, the Education Office of the Bole Sub city the Wereda Education Office and the Ethiopian Human Rights Commission. The authorities need to have a report and need to be approached for the budget, technical assistances and for future ownership of the change process at the end.

Stakeholders are involved for different purposes: the City Administration for budget and media facilitation, Sub city Education Office to coordinate the schools, teachers to participate in the project planning implementation, and evaluation; students to get involved in the decision making and to form and run the CRC clubs.

2 Purpose

The purpose (Aim) of undertaking this project is to create committed School principals and management members for the best implementation of the CRC in Schools. It is believed that, if once principals are committed for change, they would influence other members of the school management followed by all other teachers, students and the community at large. They have a role of coordination and facilitation which provides a good opportunity to implement the Convention on the rights of the child effectively. Since principals are having enough power to allocate and utilize the available resources, they can put the necessary resource for the purpose of promoting and protecting the child rights. Principals can easily transfer the knowledge they got to the school community by taking advantage of their position. Again, principals could establish a network with other schools and educational offices that would enable them get help from others and share experiences they got to others. Furthermore, it is convenient for change agents to make direct contact with schools through principals.

The implementation of the child rights in selected six schools would be realized by persuading and ensuring the commitment of the school principals and vice principals as well, to do so first their level of leadership capacity and commitment is measured by conducting an assessment and an then effort is made to fill the gap by providing training coupled with reading materials.
Every effort is geared towards changing the situation of a child; which is the core target of the project. The child should be listened and he/she should be given the chance to express his/her ideas. Furthermore, the child should be given priority; he/she must be protected and taken care of.

3 Methodologies

The major activities accomplished include, the communication made at different level, the assessment, the training, the monitoring and the evaluation. At the stage of communication various bodies are contacted by team members for different purposes. The Bureau of Education of Addis Ababa city administration is communicated to get multipurpose support such as budget, expertise, and letters of cooperation to sub city, and also to secure the sustainability of the project. The Ethiopian Human Rights Commission is vital to give expertise and material support mainly for the training and for conducting an assessment. The Education office of the Bole sub city, which is instrumental for successful implementation of the project, has been communicated closely and clearly and as a result the team got sound cooperation and permeation to run every process. Communication continued to be made with each of six schools, where the actual implementation of the CRC is taking place; as a result, the principals accepted the team's objectives and series of meetings were held throughout the project period.

After having made sufficient communication, the step followed was conducting the assessment. The methods applied to gather, analyze and conclude the findings of the assessment are summarized below.

The assessment made is entitled: Assessing the Challenges of School Leadership in Bole Sub-City Selected Six Schools, namely: Berhan Zare, Alfa Mesmat Yetesanachew(Deaf), Misrak Ber Kutir Anid, Misrak Ber kutir Hulet, March Simint and Bulbula Raiy primary schools.

The objective of the assessment is to identify the leadership challenges with respect to the child rights and to find out the possible solutions. Both quantitative and qualitative methods used to collect and analyze the data.

3.1 Methodology of the Assessment

3.1.1 Source and Type of Data
To undertake the study, primary data is collected using questionnaire, focus group discussion (FGDs), personal observation and interviews. The data is collected from target group: Regional Education Bureau Officials, Bole Sub City Education Office Officials, schools principals, teachers, students and parents. Secondary sources were used to gather data/information that could not be obtained directly from the respondents.

3.1.2. Target Population, Sampling Method and Sample Size
In the academic year of 2010 E.C, in the City Administration, there were 1005 KG Schools, 730 complete primary schools(grade 1 – 8), and 245 secondary schools; which means, the total population of schools is 1,980.
The population from which respondents were selected included the following. Students from grade 5 to grade 8, who were attending their education in both public or governmental schools in Bole Sub-City Administration in the academic year 2010 E.C;
   1. Principals of the above mentioned schools in Bole Sub-City Administration;
   2. Teachers teaching in the above public or governmental primary schools;
   3. Experts from education and training offices, where the sample primary schools fall; and
   4. Experts at bole sub city education and training offices, attached to the implementation of school leadership;

In order to select representative schools, students and teachers, a multistage stratified random sampling technique was used. Accordingly, the population was divided in to a number of mutually exclusive homogeneous sub population/strata (schools by classroom, and students by grade and sex), and then the samples were selected from the strata.

The rationale behind using stratified random sampling technique was that the socio-economic condition across sub city is not the same. For instance, the education and income status of parents, the education facilities of schools, educational facilities made available for students by parents, etc vary Similarly all students at different levels and grades may not have the same knowledge in connection with the implementation of the CRC, which may give rise to difference in a way of responding to the questionnaire. That is why it was assumed that there is heterogeneity among the schools of Bole Sub-City, and within levels of education but homogeneity within a grade. Further stratification was made by gender in order to have representatives of both sexes. In this way the students in the sub city were stratified by schools; then by grade level and finally by gender (as male and female).

A similar approach/stratification was used to select teachers except that the population of teachers was stratified by schools, department, class level and gender in order to take a representative sample. In contrast to the sampling method used at the school level, all experts attached to GEQIP participated in the study in providing data at the sub city; since the number of experts in charge of school leadership program in the respective offices was relatively small (in most cases less than five experts at each level).

3.1.3. Selection of Sample Schools
After stratifying the schools in the sub-city as complete primary, sample schools were selected from each school proportional to size, such that one school from each level was included from each Wereda(the lower administrative unit of the sub city). Furthermore, the selection of primary schools was done in such a way that the school to be included has grade 5-8 students. The rationale behind this is that the questionnaires were designed to be completed by students who can read and write Amharic. Only sample students from grades 5-8 were included from the primary level of the general education sub sector. As a result, a total of six primary schools were included in the study.

3.1.4. Selection of Sample Students
As it was previously indicated, a multi stage stratified random sampling technique has been used to select sample schools and students. After selecting a school, firstly the number of sections for each grade in each sample school was identified and one section was randomly selected from each grade level. This was done on the assumption that students within the same school and grade level are homogeneous with regard to School Leadership Program implementation. Secondly, an attendance sheet of each randomly selected section of a grade was obtained, from which separate lists of male and female students in each section were prepared. Finally, two males from the list of male students, and two females from each list of female students of the sample sections/classes of each grade and school, were selected using a systematic random sampling technique to participate in the study. Sixteen students (eight fe-

male and eight male) from each primary school in the sample were chosen on a random basis to complete the questionnaire.

3.1.5. Selection of Sample Teachers, Principals and Department Heads

In order to select school staff members, first a list of all departments in the schools was made and five department heads were selected regardless of their sex, using simple random sampling technique. Secondly, a list of all teachers was identified and new lists of female and male teachers were prepared separately from which, two female and two male teachers were selected randomly. Thirdly, each school principal and vice principals included as a member of the sample. A total of ten staff members (teachers, department heads and principals) were taken from each school for the sample.

3.1.6. Selection of participants from Wereda and Sub-City

For simplicity of identification, this group of respondents has been categorized as higher level management of school leadership program implementation. All experts working in the General Education Quality Improvement Package (GEQIP) in general and school leadership program in particular at the Wereda Education and Training Office, Bole Sub City Education and Training Office and City Administration Education Bureau, fall in this category and all available members of the category were involved in the study as respondents.

3.1.6. Selection of participants from Wereda and Sub-City

For simplicity of identification, this group of respondents has been categorized as higher level management of school leadership program implementation. All experts working in the General Education Quality Improvement Package (GEQIP) in general and school leadership program in particular at the Wereda Education and Training Office, Bole Sub City Education and Training Office and City Administration Education Bureau, fall in this category and all available members of the category were involved in the study as respondents.

3.1.7. Instrument and Procedures of Data Collection

Different questionnaires and interview guides comprising the governance indicators related to the CRC and other relevant indicators were prepared and pilot tested. In the meantime, data collectors/enumerators were recruited, trained and deployed to administer the instruments and to collect the data necessary for the study. Regular follow up and supervision of the data collectors has been performed to ensure the reliability of the data. Focus group discussions with students, interviews with principals and experts as well as personal observations were also made by change agents.

3.1.8. Methods of Data Analysis

The data collected using questionnaire, interview, focus group discussions and personal observation, and it is encoded using a computer program and cleaned carefully. Then, descriptive statistical methods and tools such as frequency distribution are

used and tables and graphs were applied to display data. Finally the report is written and submitted to the mentor. Best use of the findings is made by the change agents to conduct the training in a way to fill the leadership gaps.

3.2 Methodology used to provide the training

Based on the findings of the assessment and discussion made with school principals, topics agreed upon and training materials prepared by the change agents and experts drawn from the Education Bureau of Addis Ababa City Administration. The topics of training included 1) School Leadership: concept and application 2) The Convention on the Child Rights with special emphasis to the Right to Education 3) The Child Friendly School: Features and Principles and 4) The Education Sector Policy and level of Performance With special focus on the Primary school; the case of Addis Ababa.

The training was held for two days and involved participants from each of six schools including three principals, two teachers (one female), representatives of two students (one female) and parents' one from each school. A sum of 42 trainees participated.

The training is guided by participatory approach that is shown after each presentation there was very hot panel discussion. At the end of presentations a group discussion is conducted and each group made its own presentation. Groups are organized on the basis of schools, because it enabled them to discuss their school situation based on common knowledge. They worked on the issues like for instance, what is there on the ground in school with respect to school leadership, CRC and child friendly schools principles, and secondly, what has to be done to change the situation promptly, in a year time and in the long run. Amazing points were raised and presented in the panel from which every group learned a lot.

The venue was the hall in one of the project schools named Misrak Dil Primary school. The budget is released from Addis Ababa Education bureau to entertain participant trainers and facilitators.

Change Agents from other batches including our coordinator were invites and made a speech to the audience emphasizing the objective of the program and their past experience.

3.3 The methodology for monitoring and evaluation

It was planned to hold monthly meeting to monitor the progress of the project, and to evaluate after having produced an output. In addition a visit to schools was made including the visit to three schools with our mentor at the end of November 2011. Most of the meetings held at school compounds which allowed us to have close look to them and give advice and feedback.

4 Results of the Project

Though the questions and points of discussions are too many the results of an assessment are summarized into four categories, namely, aspects policies and strategies of leadership, ways of implementations of policies and strategies, the style of leadership and the relationship between the leadership and management.

4.1 The result of An Assessment

4.1.1 Policies and Strategies

As vision and mission frame the basic policies of a school to be followed, it is very important to have them. Developing a shared vision and mission in a school for the staff, parents and students know the direction of the school. For the question posed to teachers, parents and students whether a shared vision and mission exist in the school community which they are aware of; almost all the respondent's answer that there is a shared vision and mission. Furthermore, 80% of the parents have said that they have participated in the designing and making of the policy of the school.

Besides designing vision and mission, it is important to amend it in line with the changing circumstances of education. Majority of the teachers answered that the mission and vision of the schools were revised for the last time a year before. But some 19% said it was revised 2 years back while 9.5 % of them said 3 years before.

As missions and visions direct the overall goals and strategies of a school it is necessary for the activities and responsibilities of the school match them. In this regard, while the majority of the teacher's 84 % say they match only 7 % of them says they don't really match; the remaining 12 % didn't say anything. Students were asked whether the mission and the vision of the school go in line with the education provided; and their answer was yes for 85 % of them. But for the remaining 15 % it is not in conformity.

Vision and mission of the school should be communicated to the students, parents and the community clearly. Thus it must be placed and posted in a place where everybody can see it. The majority of both parents and students have said that the vision and mission statements are placed in a visible place where everyone can read it. Only 12 % of the parents and 7 % of the students have not agreed on the readability of the placement of the vision and mission statements.

A strategic plan helps in defining logrun strategies and directions, and making decisions on allocating resources. Thus it should be prepared by participating every stakeholder. For the question whether the students, parents and the community of the school have participated in the preparation of the strategic plan, the answer is they have an active role in the making of the strategic plan 74% of the teachers, 60

% of the students and 67 % the parents; while 14% of teachers, 40% students and 33% of parents said the process of making the strategic plan was not participatory.

4.1.2. Implementation of Policies and Strategies

To realize the mission and vision of the school and to ensure the implementation of the strategic planning there are many important factors ranging from the organizational structure of the school to the effectiveness and efficiency of leadership in creating conducive working environment.

The organizational structure to implement the strategic plan has been considered very suitable or just suitable by 67% of teachers, 58% of students and 56 % of parents; while 19% of teachers, 23 % of students and 27 % of parents think that the organizational structure is slightly conducive and only 14% of teachers, 19% of students and 17 % of parents said that either it is not conducive or they cannot decide on its suitability.

As mentioned above the efficiency of leadership has got a direct impact on the implementation of the strategic plan. When we say a leadership is efficient it may depend on different factors such as the style of leadership; the relationship between the management and the staff (teachers), the relationship between students and the parents; the management's readiness to accept comments and adopt itself to changing circumstances; and the willingness of the staff to accept decisions passed by the management. Furthermore, the efficiency of the leadership can determine the outcome of the education or the results to be attained. Based on these factors different questions raised for the staff, students and parents and different answers were given, which shown on average positive responses.

4.1.3. Leadership Style

For the question what kind of leadership style is followed by the school management, the majority of respondents believe that the management follows a liberal approach. Thus, 76.19% of teachers, 58% of students and 66 % of parents said there is democratic style of leadership, while 7.14% of teachers, 29% of students and 24% of parents answered that there is no consistency in the leadership style which shows a change with the circumstance. Limited number of respondents: 9.5 % of teachers and 14% of students on the other hand consider the leadership style either as autocrat.

The relation between the management and the staff goes both ways from the management to the staff and from the staff to the management. With regard to the level of willingness of the staff to accept ideas of change brought by principals, the majority of the respondents (up to 50 %) leveled it as medium while 33.33% think it is very high. Only 2.77% of them think that there is low level of acceptance but around 14% of them were not able to decide. On the other hand, for the question whether principals acknowledge the works done by teachers and whether the school

principals give relevant and honest feedbacks to teachers regularly; the answer for 90% of the teachers is yes. While the remaining 10 % either did not reply or do not think that there is an acknowledgment and feedbacks given to teachers by the principals.

4.1.4. Management and Student Relationship

The relationship between the management and the students is concerned, 51 % of the students said there is a medium level of relationship; and 25% of them rate it high and 12% think there is an excellent relationship while only few of them(9%) believe there is a low level of relation. As to the relationship between the school management and the parents; the majority of parents believe that there is medium level of relationship, 26% believe it is high, 12% believe it is excellent and for the remaining 15% there is a weak relationship. On the impact of the school leadership decision on the students, majority of both students and parents answered the decision got highly or very highly positive impact on the respect of rights of children 44% and 57% respectively. 37% of parents and students answered the impact is positive only at medium level. While the remaining limited number of respondents said it is very low.

Furthermore, within the association of Parent Student and Teacher (PSTA) the participation of students and parents is important in order to bring about strong coalition for effective implementation of the CRC. The majority of the students, 75%, said that students have got an active role and participation in the PSTA while a simple majority of 57% of the parents answered the same. 93% of the teachers also said that the school leaders involve the community in the affairs of the school.

On the question whether the school management is ready to accept and apply comments and critiques presented by the staff, students and parents, most of the respondents answered yes. Only 12% of the parents, 5% of the staff and 22% of the students said the management lacks the willingness to act on comments. Also the same pattern of answer is forwarded to whether the management is ready to confront problems and learn from their mistakes. 83% of the teachers, 77% of the students and 81% of the parents said yes they are ready. The remaining either answered no or didn't reply at all.

Since the outcome of performances in schools, it can really signify the efficiency of the leadership. And the majority of the respondents in all circumstance agreed that the teachers and students have high moral of learning, the students want to score a good mark and give attention to learning, teachers motivate students to learn and there is a good discipline in the school. But most students think that the management-teacher relation is not good which is not shared by the teachers and parents.

In general, these all have got an implication on the effectiveness of the management and from all the above discussions it could be concluded that the leadership is rela-

tively efficient in its work. That is also why the majority of the respondents rated the leadership either efficient or slightly efficient and that none of the teachers and the parents and only 2.05% of the students has said that it is inefficient. However it does not mean that everything is perfect, the team believed that there is much room to bring up change and to work on to get the school leaders off from their comfort zone. At the time of training the situation made clearer as opposed to the responses given during the assessment. Most of teachers' attitude towards students was shown to be wrong that even they believed corporal punishment is necessary to discipline some of students.

4.2 The Result of Training

The output set in the project proposal was that: Principals and supervisors (in teaching methodology program) are trained on the CRC leadership aspects and other topics depending on the survey result; this output is achieved by training 42 people.

The indicators set were: A budget request for training produced and budget is secured, Training materials developed Training schedule prepared, Training conducted, Training proceeding is produced. Except the training proceeding every other indicator is accomplished, the team didn't find it to be important since each school could develop its own action plan.

The expected outcome of the training during the project plan was: Leaders/principals have got knowledge to plan implement and evaluate the CRC in their respective schools 3. The trainees complied with the expectation of the training purpose. It could be said that not only principals but all those participated in the training have got knowledge to plan implement and evaluate the CRC; the issue of compliance is going to be achieved fully in longer time. But still some showed a remarkable difference by providing training to their own school staff by themselves which is unexpected at this level. Almost all principals and teachers trained promised to not do the corporal punishment, to improve their relation with students, to strengthen the CRC clubs, to engage parents at sufficient level, to do not leave behind pupils who are supposed to get education at the right age irrespective of their disability r sex status.

The overall expected outcome of the project after training is delivered was: The leadership style begins to be School-based, students, teachers Community and parents start to actively participate in child rights implementation. This is really happening in all the schools though it requires close follow up.

5 Discussions and Reflections

Oh yah! We strongly believe that we are on the right track; we already started to see the fruits where the clubs of CRC is established and strengthened, action plans are

prepared and begined to be implemented, trainings held to disseminate the acquired knowledge etc. What we depend on, with regards to sustainability is that the Bureau of education of Addis Ababa city has owned the project and key individuals internalized the concept and the objectives. The sub city education office as well as the wereda office has owned the project since they are involved from the beginning. Furthermore, the commitment of the principals and teachers is encourage able. The network of change agents of all batches is instrumental in supporting the continuity of the promotion and protection of the rights of the child of the project area. Above all, we change agents should commit ourselves to maintain effective sustainability, but we still require the push from our mentor and other mentors.

The project is not accomplished without challenge; we all members were so busy that we had little time to get engaged in the project. We could overcome this challenge by involving many experts to the work except for example one paper all three are prepared by others. Another challenge faced was, to some extent the project work is affected by the turnover of principals; this is counter attacked by updating the new appointees.

6 Way Forward

What should come next is to follow up continuously by way of monitoring and evaluation. There is going to be support given in order to enable the change continual. The support could take the form of consultation, development of relevant materials, working together with school community on some issues, etc. The bureau of education should track the changes brought about and scale it up and change agents are ready to help in this case. It is also planned to enhance the network established by all batches of Ethiopia and work effectively with the government institutions.

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INDIA

"Empowering Students for Participation and Decision Making in Schools in the Context of Kasaragod District, Kerala, India."

P. Bhaskaran, Anil Kumar, Carmaly Pathikunnel Abraham

1. Frame of Reference

Human rights belong to all people, regardless of their age, including children. However, because of their special status – where by children need extra protection and guidance from adults - children also have some special rights of their own. These are called children's rights and they are laid out in the UN Convention on the Rights of the Child (CRC) in 1989. The convention is guided by the principles of *'Best Interest of the Child' and 'Non-discrimination' and 'Respect for views of the child.'* This is the most significant of all international laws for children. This, together with the Indian Constitution and Laws, determine what rights all children must have in our context.

- **The back ground of the project**

We may read the UN Convention as a suggested "contract" between the child and adult generations, as a desired model where children have access to resources, they are protected and they are allowed to participate. The contract is built upon the three hard **P's; provision, protection and participation.** The three hard P's will touch upon sharing of material and mental resources, sharing knowledge and experiences, and even affection and power. The Convention could be seen as an attempt to make these aspects of the generational model explicit.

This Project has in its focus on all the 3 three P's – *Provision, protection and Participation.* Importance is given to the child's right to possess, receive or have access to

resources and services particularly in schools. The focus should be that children should get a lot and the best.

It is also expected that the school should provide a healthy and *protective* environment for the emotional, social and physical wellbeing of children. This project emphasizes for subtle change in this area in favor of children.

Participation stands for the right to do things, express oneself and have an effective voice as an individual child and as a larger group. This project helped schools to create an atmosphere where in children were given new chances of participation and co-determination.

- **Implications of Articles of UN CRC in this project**

The various Articles of the UN Convention on the Rights of the child have its implications in this Project. The following articles have special relevance to this project.

1. Article 3- The best interests of the child shall be a primary consideration in all actions concerning children.
2. Article 12- the child is capable of forming his or her own views; the right to express those views freely in all matters affecting the child.
3. Article 13 - The child shall have the right to freedom of expression.
4. Article 31 - The right of the child to rest and leisure, to engage in play and recreational activities.
5. Article 36 - Protect the child against all other forms of exploitation.

- **Country & Regional Strategies**

Education in India has been fast changing. *The Right to free and compulsory Education Act passed in 2009* by the Indian Parliament was a mile stone in Indian education for equity based quality education for all children. The Union Government at the central and the Governments at States and at lower levels work for achieving the aim **"Quality Education Pupils Right".** It is a fact that equity based quality education could be achieved only by ensuring a friendly, rewarding and supportive school environment as conceived by the UN Convention on the Rights of Child.

- **Child Rights and classroom-The Kerala Scenario**

Kerala state is in the fore front in educational attainment. The enrolment of children is near total. The school environment and facilities are fast improving to facilitate activity-based teaching-learning process. More or less, every child has the right to possess, receive or have access to resources and services needed for his/her well being. But there are issues when we talk about Child rights in Kerala context. The child is always a passive partner; his voices are least listened to when things are decided. The

best interest of the child has not been considered while taking decisions pertaining to him/her. This issue is very serious when we talk about the quality of learning.

- **Child Rights & classroom-The scenario in Kasaragod District**

Though situation in Kasaragod district is not much different from Kerala context the district has some specific issues and challenges of its own in the field of education. The bi-lingual (Malayalam & Kannada) situation, the social and educational backwardness of minority and tribal are some of the key factors that affect the policies and programmes of education in the district. Majority of the schools are Govt. schools and this is a positive factor for implementing programmes in schools.

The schools in the district have been changing fast towards creating a child friendly atmosphere. The Govt. schools are much ahead in this march. In many of the schools we could see that serious attempts have been taken by teachers and the local community to make their school premises clean and eco friendly. Attractive drawing can be seen on the walls of schools and class room that provides a conducive learning atmosphere in such schools.

In spite of these attempts, children are still not taken to the desired position as conceived by the Convention on the Rights of Child. Child is still a passive partner or listener when decisions are taken on his behalf. The participation of children in school affairs pertaining to the child is still the weakest area in the district. This must be changed.

- **The Base Line**

The studies conducted by different agencies shows that the situation of children in Kerala is not that good. Children are subjected to exploitation and denial of rights in schools, at homes and in other places. The studies conducted by DIET Kasaragod and DIET Kozhikode have clearly revealed this fact.

The study conducted by DIET kasaragod on "Child Rights and School Management Practices in High Schools of Kasaragod District" had brought out a clear picture about the situation of children in schools. The crux of the findings of the study is given below.

1. In many cases school's physical environment is not healthy, safe and protective child's physical and emotional well being.
2. Schools are not able to provide friendly, rewarding and supportive atmosphere for the emotional and psychological well being of the child.
3. There was not an effective classroom and school management practice in many schools essential for a Child friendly School.

4. The participation of parents and the community in school activities was quite good but the participation of children in school activities was very poor and in many cases very pathetic.

- **Initiatives to reform class room in tune with CRC**

Serious attempts have already been initiated in Kerala to reform the classrooms and the schools in accordance with the demands of the Rights of the child. People who got training from LUND University on Child Rights, School and Classroom Management have formed a strong CRC net work now in the State to coordinate and plan activities. Starting from Batch 3 to 15 (now) there are 23 Change Agents in Kerala (Wayanad-7, Malappuram-6, Kozhikode-4, Kannur-3, Kasaragod-3). These Change Agents started working in Kerala to transform the schools based on the vision of CRC.

The main focus of all the teams in Kerala was to promote children's *participation* in decision making in schools. As part of this, the following programmes have already been implemented in the state.

1. Awareness programmes for parents
2. Training programme for Educational Officers, teachers and Headmasters
3. Strengthening of School Parliament activities
4. Campaign for promoting girls education
5. Developing new models on Activity based, participatory mode of teaching learning process.
6. Formation of *Jagratha Samithis* (Child Right Protection Councils) in schools
7. Reading materials to teachers on Child Rights
8. Programmes for enhancing enrolment and reducing drop-outs.

As in other districts of Kerala, some attempts have been initiated in Kasaragod district also. Sri George Joseph, former Principal of DIET Kasaragod had organized programmes for popularizing the concept of CRC in schools. Training was given to teachers and Headmasters of selected schools on CRC. Parents were given orientation. As a result, classrooms and school atmosphere changed a lot in accordance with CRC. This Project is a continuation these activities.

2. Purpose

This project aims to transform schools in Kasaragod district in to Child friendly to a desirable level. It is also targeted to strengthen the structures and systems in the schools and in the department to make the transformation easy and smooth.

The purpose of this change project is *"To provide children with Equity based Quality Education by empowering them in participation and decision making in classroom, school and home environment in the targeted schools of Kasaragod district".*

3. Methodology & Activities

We had joint and individual assignments under this change project. The following are the Institutions and areas of work shared by the Team members.

Sl.No	Name of Team Member	Institution/Area of work done for the change project.
1.	P. Bhaskaran	DIET Kasaragod – • Teacher Trainees of DIET Kasaragod. • Disrtict level initiatives such as orientation, training and base line studies. • Strengthening of school parliament in selected schools.
2.	Anil Kumar	DIET Lab School, Kasaragod • Strengthening of School Parliament • Life skill training • Empowering students in participation.
3.	Carmaly	Holy Family School Kumbla – • Strengthening of school parliament • Life skill training • Promoting the creativity of children

Activities
The following were the major activities undertaken under this change project.

ACTIVITY-1: Empowering Teacher Trainees of DIET Kasaragod on the relevance and practice of child rights and school management.
The programme is to create awareness among teacher trainees about the relevance and practice of Child Rights in school context. As part of this one day training was given to the Trainees. Experience of participants was shared to sensitise child right issues. A film was screened for discussion. In addition to this, worksheets, group work, brain storming sessions, Power point presentation on CRC etc were there.

ACTIVITY-2: A Study by Teacher Trainees on the practice of Child Rights in schools.
A study was conducted by Teacher Trainees of DIET Kasaragod to understand whether the schools are child friendly. Trainees had gone for Internship in these schools.

The following were the areas focused in the study.

1. Whether the schools provide a friendly, rewarding and supportive school environment for the children?
2. Whether children's cooperation and active learning is promoted?
3. The involvement of students, parents and the community in school activities.
4. Promoting equal opportunities and participation of children in decision making.

8 schools were selected for the study. The tool was designed by the Trainees. The data was collected during the time of their Internship in the month of January, 2011. A team of 5 trainees were placed in each school for 8 days.

ACTIVITY-3: Training for Empowering Headmasters on Child Rights in schools.

Training was given to 536 Headmasters (Primary and Secondary Schools) to sensitize them on child rights and related issues and empower them to make their schools child friendly. The Training was mainly based on UNCRC.A presentation on the findings of a study by DIET Kasaragod on Child Rights in Schools was also discussed in the training.

ACTIVITY-4: District level Seminar on Child Rights.

A district level Seminar on *"Current and Emerging Issues on Child Rights and School Management Practices* was organized in DIET on 29th March 2011. The Seminar was to popularize the concept of Child Rights and the need for creating child friendly atmosphere in schools.

The participants of the Seminar were Representatives of Local Self Government, HMs, Principals, Teachers, student leaders, Parent Teacher Association, Teacher educators, Teacher Trainees, DIET Staff, NGOs, Child Line workers and Teacher's unions. The Seminar was inaugurated by Dr. MA Khader, Director, SCERT. Kerala.

The major presentations in the Seminar were;

1. Child Rights-Protection and Practice in Kerala context by Advocate Mani.G. Nair, Chair Person, Child Welfare Commission, Kasaragod.
2. UN Convention on the Rights of Child by Mr.Sreekumar, Of Kozhikode DIET.
3. Issues and challenges faced by our children in schools, at home and in the society by Dr. Krishna Kumar, Director IMHANS Kozhikode.
4. A Study Report on Child Rights and School Management Practices in High Schools of Kasaragod District" by P. Bhaskaran, Lecturer, DIET Kasaragod.

ACTIVITY-5: Training to Headmasters/Teachers on School Parliament activities

School Parliament has been visualized as an effective strategy for promoting student's participation in schools over all management and functioning. As part of strengthening and popularizing School Parliament in schools, a special programme was launched in the month of October 2011. For this purpose 20 schools were selected. Training was given to Headmasters and one teacher from each school.

The focus in the Training was on the following;

1. Sensitizing the concept of Child Rights
2. Ensuring Child Rights through student's participation
3. School Parliament & Student's participation

Schools were visited and field support was given to all these schools for organising Student Parliament in these schools.

ACTIVITY-6: District Student Parliament-Leader Ship Training

A District level Leadership training for Upper Primary students was conducted. Selected Student Parliament Members of the 23 schools were given leader ship training for the formation of District parliament. The theme of the training was **Child Rights and Schools**. Sri. KV Kunhiraman, Member of Kerala Legislative Assembly (Ex) had handled classes for the students.

ACTIVITY-7: District Student Parliament

A District level Student Parliament was held on 04/01/2012 at DIET Kasaragod. Upper Primary students from 23 schools were participated in the programme. The programme was to help students to take an active role as decision makers in solving issues related to their own rights in schools.

The President, Prime Minister, Speaker and the Ministers were selected among the students. They held a special session on that day; the theme was *Child Rights and schools.* The various issues related to the rights of children in schools were raised in the Parliament. Students were engaged in serious discussions on the various aspects of these issues and come out with a way forward to make schools child friendly.

ACTIVITY-8: Strengthening of School Parliament in Project Schools.

A programme for strengthening School Parliament in DIET Lab School and Holy Family School was started in the beginning of the present (2011-12) academic year.

A Core Team was formed in these schools for planning and monitoring School Parliament activities. The team sat regularly and planned the activities at each level. The Port folios of the Ministers were decided-cleanliness, safe drinking water, discipline, cultural activities, sports and games, health care and Reading Circle.

The Parliament has under taken so many activities with the participation of all students. Some of the activities were;

1. Effective use of Library. Promoted reading habits among students. Encouraged student's visiting of school Library.
2. Conducted Sports meet and Arts meet.
3. Campus cleaning work
4. Strengthening of Heritage Museum in DIET (by DIET Parliament).

ACTIVITY-9: Formation of Class Councils

Class Councils were formed in DIET Lab school and in Holy family school. A Chairman and a Secretary were elected for each class. Students discussed matters pertaining to their class and school. The Class Teachers gave guidance to the students for convening the meeting. Class Councils were convened once in a fortnight.

ACTIVITY-10: Formation of a Code of Conduct in the class and school with involvement of students.

The Class councils and the School Parliament of DIET Lab School and Holy Family School have prepared a **Code of Conduct** for the class and for the school in consultation with the teachers. It is displayed in the classes and in the school. It was actually an agreement among students, teachers and the parents for making school effective and child friendly.

ACTIVITY-11: Student Box and timely follow-up

To help students to come up with their issues and voice grievances Student Box was kept in both the schools. In Holy Family School students were given special orientation to develop self esteem and confidence. A Team was formed in the two schools for the timely follow up based on student's suggestions and grievances.

ACTIVITY-12: Setting of Board in schools to display norms of Child friendly Schools.

Norms of a Child friendly school was framed with the active involvement of students. It was discussed in the School Parliament, in the Staff Council and in the PTA meeting. The norms of a *'Child friendly school'* were displayed prominently in DIET lab school and in Holy Family School.

ACTIVITY-13: Parental Orientation

A parental orientation programme was organized in DIET for making parents aware of many of the aspects of child rights. More than 80% of the parents attended the meeting. The importance was given for empowering them to create a conducive learning atmosphere at home.

In Holy Family School awareness was created among parents about child rights and its practice in school and at home. For this awareness classes, home visits etc were organized.

ACTIVITY-14: Life skill Training to students

The Student Parliament has initiated major activities for developing life skills among students. They are,

- **Training in Chess game**

All the Upper Primary students DIET Lab school and Holy Family School were given training in Chess game. It is a fact that Chess game would help students in developing certain life skills such as concentration, self discipline and team spirit. Trained Resource Teachers were invited for training the students. Every day from 3.30 pm to 4.oopm children in batches practice the Game. Master Trainers were identified among the students to train other students.

- **Training in Swimming**

In DIET Lab School, every week students were given special training in swimming. A nearby pond is used for this purpose. Usually Saturdays were engaged for this. Students of Upper Primary classes were almost covered in this programme.

- **Stitching, Book binding, planting of trees**

In Holy Family School students were given training and exposure in different life skill areas -Stitching, Book binding, planting of trees, Badminton net making etc. Usually children are given training every day at 3.30pm and on Saturdays.

ACTIVITY-15: Residential camp for students

Residential camp for students of Upper Primary classes was conducted in Holy Family School with the active support of parents. It was a leader ship camp for both boys and girls.

ACTIVITY-16: Preparation of Individual Development Plan for children

Individual Development Plan was prepared for the total development of the children. This activity was seriously undertaken in Holy family School. As a beginning it was attempted in one class and prepared Individual Development Plan of all the children in the class. In this activity the involvement of parents and the students was ensured. Children were individually treated on the basis of Individual Development Plan. Individual Port-folio was also developed on the basis of Individual Development Plan.

ACTIVITY-17: Reading Circle for enhancing the habit of referencing and reading

To promote the habit of reading and referencing different strategies were adopted in the two schools In Holy Family School, Reading Circles were formed. Children in groups and as individual assigned reading task. Group Leaders monitored the distribution and the reading of books. In DIET Lab School Reading Corners were set up in all the classes. Children's reading habit was promoted through reading competitions, quiz programme etc. The Kannada language medium teachers collected large number of Kannada books for the children.

ACTIVITY-18: "Kaumarya Deepika' - a programme for empowering girl children

Girl empowerment programme called'Kaumarya Deepika' was strengthened in Holy family School with the support of SSA (A Govt. of India Project for education) The programme aimed to develop confidence among girl children to lead a healthy and successful life. A Counseling centre was started in the school especially for the girl children. Orientation for mothers and girl children, training in socially useful products, leader ship training etc were also organized.

ACTIVITY-19: Strengthening of Club activities

To ensure students participation in various activities through team work various Club activities were organized in DIET Lab School and in Holy Family School. The important Clubs were Social Science Club, Maths Club, Science Club, Road Safety Club, Eco Club and Literary Club. It was ensured that all students were members in one or the other Club. Students were actively involved in club activities and worked in teams and shared their ideas. Day celebrations, field trips, creative works etc were organized.

ACTIVITY-20: Road safety programme

Road safety programme was successfully implemented in Holy Family School. Every day, at 4 pm when the students leave school, the trained 'Students Police' would help other children to cross the road and get into their Bus. Awareness class on Road safety was conducted for the students and parents.

Participation of students in Road Safety Programmes is honoured with two Awards-The best school and the best Road Safety Programme Guide teacher award for the year 2010.

4 Results

The various activities implemented under the change project has resulted short term, medium term and long term achievement in the target group. All the activities implemented in this change project had resulted in empowering students for participation and decision making in their schools.

The training and the continuous support given to Teacher Trainees of DIET Kasaragod had resulted in creating awareness about child rights and its relevance in schools. Trainees were able to analyse the Kerala context based on the 3 Ps. And it was concluded that the **Participation** aspects need to be given more importance in our context. They had developed a plan of action for implementing CRC activities in schools.

The study conducted by the trainees helped them to sensitise and analyse the situations of child rights in schools. They had come up with suitable activities for changing the school environment in favor of the child.

The Training given to Headmasters of 536 schools had positive results. Headmasters were sensitized on the present situation of Child Rights in their schools. They regularly assessed and reported the child right situations in their schools based on the Tool designed for this purpose.

The training given to Headmasters of selected schools for strengthening School Parliament was another major attempt in this project. School Parliament was activated in 23 Upper Primary schools. In these schools children were given opportunities for participation in almost all the activities of the school. In improving Noon Meal, maintaining cleanliness, participation of all children in the class room activities, special care to physically and mentally challenged children and girl children were the major areas focused.

The leadership Training given to children from 23 schools helped them to organize various activities in their schools with the active involvement of other children.

In DIET Lab School, Parliament provided a good opportunity for the children to perform as leaders. The girl children were more active than boys. The Parliament organized cultural fests, camps etc, where in every one has give a chance to participate. Children were given easy access to the library and promoted reading habits for self development. Children developed the habit of using their spare times for reading in the reading corner.

In Holy Family School Kumbla, the involvement of students in the class room teaching-learning process was very high. Students and teachers followed a self imposed discipline in their work. The school recognised good practices of students in the morning assembly. Students framed code of conduct in their classes and for the school. It was observed that students followed the norms they had collectively decided.

The orientation given to parents on Child rights was resulted in their active participation in school level programme. The suggestions and issues raised by parents were discussed in the staff meeting and follow up activities were under taken. For eg. Teachers took extra classes for the backward children in hard subjects like Maths and English. A Radio Station called "Rainbow" was set up in DIET Lab School with the support of parents, which helped the students to expose their talents in different areas. Parents now support their children in their learning too.

- The reading habits of student were also improved. Those who came first and second in reading competition were participated at the district level. Two of the students were placed 8th and 10th position in the district. Children use their spare times for reading in the reading corner. Some of the children took membership in other leading Library of the locality.

- The importance of unity in diversity was seen in School Assembly. Without any compulsion students are now maintain discipline and order in the school. They help each other and started following values of democracy in life.

The Student Box helped to reduce the grievances of children. Every week the Team in charge opened the box and attended student's complaints and suggestions. Timely follow up action encouraged children to come up with their genuine problems. They are now more confident and dared to share their feelings and problems with the teachers.

The life skill training given to students – Chess game and Swimming had improved the level of confidence mainly among girl children. Now they started training the younger ones of the school. This leader ship quality was resulted in their class room study also. Now they are more active in the class room activities.

- Various club activities were organised in schoosl. Students were associated at least in any of the clubs. Club activities empowered students to take decisions in planning various activities. It improved the talents and learning performance of students.

In Holy Family school also students actively involved in life skill related activities. It resulted in products of different varieties. The training in life skills developed a sense of self esteem among students through self initiative in their learning and in other areas of life. The learning achievement of students also improved by applying the skills and attitude (they got from the life skills) in their learning.

The *Kaumara Deepika programme* helped children to get awareness about health care. Girl children are more benefitted from this. School environment is made hygienic and conducive for learning. Children are now getting healthy and active. Cases of student illness minimized. School environment is clean and hygienic.
The positive feedback and support given to students on the basis of Individual Development Plan and Individual Portfolio helped students to actively participate in the classroom teaching, learning process.

The *Road Safety Programme* brought two awards for Holy Family School. The best school and the best Road Safety Programmes Guide teacher for the year 2010.The programme helped to develop a sense of confidence among students to take decisions of their own in matters pertaining to them.

5. Discussion and Reflection

The main purpose of this Change Project was to provide children with Equity based Quality Education *by empowering them in participation and decision making in classroom, and school.* All the activities implemented in this project were aimed to empower students to be an active member in the school in all matters relating to them. For this students, teachers, Headmasters and Parents were targeted in this project.

The result was rather encouraging. Students in the project schools got new opportunities for participation through *School Parliament and Club activities*. In matters like planning of important school festivals, club activities, deciding the menu of noon meal, study tour programme, redressing of their grievances, School uniform, maintaining the cleanliness of campus and the classroom students had voices. Teachers and the Headmasters stated listening to the children. This was a great change.

As a team we had worked coherently for the change project. The collective thinking and sharing helped us a lot to plan specific and needy activities. Thanks to our mentor Per Wickenberg for the freedom we were given for planning and implementing specific activities. In the initial stage of the project we didn't give much importance

to activities like school Parliament. But later on we found that School Parliament was an important strategy to promote students participation in school activities and then onwards we focused more on strengthening school parliament activities.

We could see observable changes in some of the classes where students and teachers have developed good relations. Teachers have developed an attitude to care the un-cared children in the class. Students are seen free to tell their problems to the teachers. These changes are more evident in the schools where we often visited and supported. We know that teachers need continuous support and back up at least for some time to go with their new vision.

Though the change project has brought good results, we are not free from **challenges**. The present curriculum and the system compel teachers to cover the text book portions with least consideration to quality and individual student's needs and rights. Lack of sufficient infrastructure facilities in schools poses serious threat on students and teachers to make their schools child friendly.

The concept of Child Friendly School is still a theoretical exercise among some of the teachers, Headmasters and educational Officers. The frequent transfer of educational officers, teachers and Headmasters is a real block on our way. They could not work with long term vision to make their school a second home to the children. This challenge could be seriously taken up.

The role of educational administrators is very crucial. At present they are not committed to support schools in this area. The concept of child rights and the need for its practice should be popularized among all the stake holders.

6. Way Forward

We know that Child-Friendly Schools (CFS) is a means of transporting the concept of Child Rights into classroom practice and school management. As a result of the interventions in the last few years, the concept of child right has been popularized among stake holders of school education in the district. The change projects implemented by the earlier team and the present team resulted substantial changes in the attitude of a group of teachers in the district. More serious attempts should be made to upscale the present initiatives so as to reach the benefits to a larger number of children.

While framing future projects in the district in this area the following basic dimensions of Child Friendly School (as conceived by UNICEF) should be focused.

1. Our school programmes and activities should enable the *participation of all kinds of children.* (Social, linguistic, physically and mentally challenged and in terms of ability).
2. The school activities should be *academically effective and relevant to children's needs for life and livelihood knowledge and skills.* Teachers should be given more freedom to design and implement innovative activities.
3. The School environment should be *Healthy and safe for, and protective of, children's emotional, psychological, and physical well-being.* Clean and accessible drinking water, sanitation facilities, and hygiene education should be ensured. Focus should be given on creating girl-friendly characteristics in most of these.
4. The schools are made Gender-*responsive in creating environments* and capacities fostering equality.

5. We know that community partnership is the 'key building block' to realizing CFS goals. *Ensure active participation of students, parents, and community* in all aspects of school policy, management and support to children.

The future projects in the district should be made ambitious but realistic; where all the above five elements are to be addressed. There should be a strong team of educational officers at the district level to plan, monitor and support activities at different levels.

INDONESIA

The Implementation of Child-Friendly Teaching Model (CFTM), Classroom and School Management in CRC Perspective for SMP Negeri (State Secondary School) Tempuran I, Magelang, Central Java

Muhdi, Senowarsito and Umi Hidayati

I. Frame of Reference

Child Rights in Indonesia

Based on the UN Convention on the Rights of the Child (CRC) of November 1989, in which Indonesia had ratified it on August 25th, 1990 with Indonesia Presidential Decree number 36/1990 and the Law Number 23/2002 on the Child Protection on October 22nd, 2002,child rights becomes a serious issue in Indonesia. In Indonesia, the implementation of CRC is based on the five principles of the Indonesian philosophy (Pancasila) and on the Constitution of 1945 as well. The five principles (Pancasila) consists of 1) Believe in one God; 2) Civilized and fair humanity; 3) The unity of Indonesia; 4) People with great wisdom in democracy; and 5) Prosperity throughout all Indonesian people. The Constitution now includes specific provisions for the protection of human rights (Chapter XA, Articles 28 to 28J). They include recognition that every child shall have the right to live, to grow and to develop, and shall have the right to protection from violence and discrimination (Article 28B.2). Children are also entitled to all the other rights which are said to be the entitlement of "every person". These rights include the standard list of civil, cultural, economic, political and social rights.

The five principles and the constitution accommodate 4 pillars of CRC: 1) **Non-discrimination** (Article 2). This applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do,

whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis; 2). **Best interests of the child** (Article 3). The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers; 3) **Right to life and maximum survival and development** (Article 6). Children have the right to live. Governments should ensure that children survive and develop healthily; and 4) **Respect for the views of the child** (Article 12). When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This principle encourages adults to listen to the opinions of children and involve them in decision-making. Moreover, it recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers' greater weight than those of a preschooler, whether in family, legal or administrative decisions.

The Indonesia government has been socializing, sensitizing, disseminating and implementing the CRC to the Indonesian people for some years. There are some national policies to implement the convention, such as the policy of Women's Empowerment Ministry about National Action Plan for Elimination of Violence Against Children which are actualized on Presidential DecreeNo:87/2002 on the National Action Plan for the Elimination of Commercial Sexual Exploitation of Children; Presidential DecreeNo:88/2002 on the National Action Plan for Elimination of Trafficking of Women and Children; Telephone Friends of Child /Child Help Line; Mobilizing and encouraging the establishment of Child Friendly City in 15 regencies / cities (as the implementation of World fit for children); Socialization ofLawNo:23/2002 on Protection of Children; and the Law No: 21/2007on Combating the Crime of Trafficking. However, in fact, there are some obstacles in the implementation of CRC due to social, cultural, political, and economic reasons. The children are still often neglected in their interests, views, health, education, protection, and participation. Numerous difficulties impede Indonesia's implementation of CRC, including the practical difficulties of coordinating policy in over 6,000 islands; furthermore, traditional attitudes persist in which child abuse is seen as a family matter for which intervention is unnecessary; Indonesian culture and society are very traditional. Family structures are strong and roles within families rigid. Children are expected to be respectful and obedient. They have little part in family decision-making but many are expected to contribute to family sustenance directly or indirectly.

The implementation of CRC in Education
As stated by International Bureau for Children's Rights (2006), Education rights in Indonesia are recognized and protected in the Constitution. Every citizen has the

right to obtain education and the obligation to undertake basic education. The State has the obligation to fund basic education and to prioritize education by allocating at least 20% of national and regional budgets to education. The education law prohibits discrimination in access to education.

In fact, although the government has a compulsory education program (from six grades to nine grades), it is not truly compulsory as there is no penalty for parents who do not enroll their children. The Government is obliged to fund it and has extended the national scholarship scheme to poorer students, but has still been unable to ensure free basic education for all children and to fund the provision of universal free primary education. Higher schooling is made more difficult for students because of their latively high fees, the inaccessibility of schools for many students and the selection process. Children drop out of primary school every year is still going on, primarily because the cost of supplies, uniforms, and other expenses are a burden for disadvantaged families, but also because of a professed need to supplement family income. Children who live in remote areas are also disadvantaged by a lack of services, such as schools and health care services. They generally live in communities in the most isolated parts of Indonesia. In general they have limited or no access to education, health and other social services. They are among the poorest groups in Indonesia.

In relation with provision, the national and local government has issued policy for compulsory education program, but basic education (9 years education) is not free, and education is not affordable to all families in particular those living in poverty. The government of Indonesia has issued policy to subsidy the primary school operations. Further, the government is also allocating funds to support general education and provides some natural science mediating materials and other school facilities like school net work in most of Elementary schools in urban areas and in all state SMA/SMP (Senior High Schools/Junior High Schools) throughout Indonesia. Some schools, however, still lack of facilities such as library, laboratory, mediating materials, and environment as learning resources. The other hand, the problem is noticeable in the implementation of education policies issued by the ministry. Because of regional autonomy, the ministry cannot use its structural authority over municipal agencies to implement education policies, because they are not directly under the National Education Ministry. As a consequence, many education policies made by the central government fail to be effective in the regions.

In protection aspect, the Indonesia Constitution also mandates a minimum of 20 percent of the national budget to be allocated to education. The government also passed Law No. 32/2002 on Children Protection, especially the Article 9 and Law No. 20/2003 on the National Education System. The rights to education is limited, health services is below standard. Corporal punishment still exists as means of disciplines in all of learners, no regulation prohibits such wrong conducts and also redress mechanism is not provided. Corporal punishment is a common phenomenon

in school. The National NGO Coalition for Child Rights Monitoring view that the government has regulated children's protection against violence in school in the 2002 Law No. 23 on Children Protection Article 54 that says: "Children in the school and in the surrounding area must be protected from violence carried out by teachers, school management or their peers inside the school or other educational institution". Even though Indonesia has the legal instruments to protect children from violence in school settings, it does not however have policies that regulate the prevention and the handling of cases of violence in schools. The lack of Code of Conduct or Code of Ethics in the teaching process creates teachers to avoid the rules. The teachers' knowledge and skills on learning methods that respect the rights of the child have never been improved. Teachers then freely use all the methods they believe correct, including the use of violence. Teachers had punished students by yelling at them, asking students to stand in front of the class; and making them clean the toilet. These forms of punishment that humiliate children and disregard their dignity and capabilities happen often in schools in Indonesia. Intensive socialization and sensitizing of this aspect is still going on at all level of authorities, including PGRI, as Indonesian teachers association.

Participation is another aspect which has been concerned by the Indonesian Government by making several programs to promote children's participation, such as those reflected in the Presidential Decree No. 7 year 2005 on National Mid-Term Development Plan 2004-2009 with the program to establish various forums such as child's forum, youth parliament, Indonesian Child Congress, National Forum for Child Participation and so on.

The Implementation of CRC in Classroom and School Management

Mostly school community considers that punishments (corporal and mental) are still appropriately carried out. It is also believed that punishment is an alternative way to improve learners' bad attitude and achievement since learners are afraid of getting punishment from teachers when they do bad behavior and not accomplish their tasks or home works. In teaching learning process, teachers still dominate the class, but recently by introducing learner-centered as a basic principle in teaching learning process, the domination of the teacher is getting lower. But many traditional Indonesian teachers have difficulties to give learners a chance to express their ideas, views, and opinion freely. This condition makes learners not be accustomed to participate actively. Moreover, in class room, teachers and students are often not aware of child rights. Some teaching and learning models have already been introduced to Indonesian School at all levels.

Teaching and learning models that have already been employed in Indonesia are **1. CBSA** (Students Active Learning) in 1984; **2. PAKEM** (Joyful Effective Creative Active Learning) in 1994, and **3. PAIKEM** (Joyful Effective Creative Innovative Active Learning) in 2004. They focus on students' activity in the classroom by considering the basic needs of the child to be involved in the teaching learning process.

PAIKEM is a learning model emphasizing more on activating learners to be creative and innovative in effective way in joyful learning environments. The role of teacher is as a facilitator, motivator, model and source of learning. Teachers should facilitate and motivate learners involving in interactive learning in which learners actively interact with teachers, friends, and environment. The teaching learning process should accommodate learner's communicative and analytic competence, and self-reflective skills. However, it does not consider much on implementing child rights convention. This model will be more meaningful if it accommodates child rights. Child Friendly Teaching Model (CFTM), a model developed at IKIP PGRI, can be integrated with PAIKEM in order to accommodate child rights.

Child Friendly Teaching Model (CFTM)
The previous Indonesian change agents (Batch 09, and following batches: 11, 12 and 13) are developing a teaching model on CRC perspectives, called Child Friendly Teaching Model (CFTM).The CFTM is a means of conveying the concept of child rights into classroom practice and school management. It is definitely established as a framework that is made up of the following 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. based on CRC, and Government Act.
3. *Participation* is the children's right to act: to actively participate in the classroom and at school like, interrupting, asking questions, answering, sharing information, etc.

A school is child-friendly where all of the elements are addressed, and the ability to be child-friendly on each P is enhanced by action.

The Implementation of CRC in and through Teacher Training
Teacher Training and Education Institute (IKIP) PGRI Semarang now plays an important role in dissemination of CRC and development of the CFTM model. The institute was established on 23 July 1981; under the foundation of Indonesia Teachers Association (PGRI) Central Java, and it is the now the biggest Teacher Training institution in Central Java. It has four faculties of undergraduate (S1) programs: Education & Pedagogy (with 3 concentrate programs on Counseling Pedagogy, Primary School Teacher Education, Early-child Teacher Education), Science Education (with 3 concentrate programs on Mathematics, Biology, and Physics), Civic (with one concentrate program on Civilization Education), and Language and Arts Education (with 3 concentrate programs on English Education, Bahasa Indonesia Education, and Javanese Education) , and one (1) 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 2,500 to 3.000 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 to conduct research and 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

IMPLEMENTATION OF CRC IN INDONESIA

DISSEMINATION ← → DEVELOPMENT OF CFTM

CENTER FORCHILD RIGHTS

EXTERNAL INTERNAL MODEL SCHOOLS

PROJECT OF BATCH 09, 11, 12, 13, 15 IN DIFFERENT REGENCIES

NGOs MASSMEDIA

IN SERVICE TRAINING FORLECTURERS

JOB TRAINING

COMMUNITY WORKS: STUDENTS

COMMUNITY WORKS: LECTURERS

PGRI

MUHAMMADIYAH

UNICEF

TV

RADIO

MAGAZINES

NEWSPAPER

FUTURE PILOTING PROJECT IN DIFFERENT REGENCIES IN CENTRAL JAVA

PPG (PRE AND IN SERVICE TRAINING FOR TEACHERS)

PLPG (IN SERVICE TRAINING FOR TEACHERS)

BOOKS, RADIO & WEB-SITE

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Externally, the dissemination of CRC has been done and planned through potential NGOs, 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. Muhammadiyah is one of the biggest Islamic organizations that is 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 that has been established at a local and national level, which has influenced and contributed 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" 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 Unit 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 medias such as Radio (Edutop), Websites (http://www.ikippgrismg.ac.id and http://www.crc.ikippgrismg.ac.id), and internal magazines and newspapers.

Service Training Unit is a unit which has responsibility in developing human resources of IKIP PGRI Semarang. This unit has given sensitization on CRC for the lecturers (these activities had been reported by Batch 09 and 11).

Job Training Unit (PPL Unit) is responsible for training of teacher candidates who are going to practice teaching at partner schools. This program is compulsory for the 6th or 7th semester-students who have completed required subjects. Such training has been conducted for four academic periods: 2007/2008 (initiated by Indonesia Batch 09), 2008/2009, 2009/2010, and 2010/2011. It has approximately reached 10,000 (ten thousand) teacher training students. And now most of them become teachers at schools. In this year IKIP PGRI Semarang has trained about 1,700 teacher training students who practice teaching at schools. Every year, IKIP PGRI trains about more than 1,500 teacher training students. They are potential human resources to disseminate CRC and CFTM in schools.

A similar compulsory program for the 6th or 7th semester-students is **Student Community Work (KKN)**, which gives opportunity for the students practicing social work for one month, especially in education for early-child non-formal education (PAUD), primary and secondary education. They work in some sub-districts in Central Java, especially in Semarang municipality and Kendal Regency. The students who are involved in this program got CRC training before they went to work

in communities.CRC training has been conducted for four academic periods: 2008/2009, 2009/2010, and 2010/2011. It has approximately reached 8,000 (eight thousand) students.

Community works for lecturers gives opportunity for the lecturers to conduct social work in groups in certain community groups. Mostly the lecturers of IKIP PGRI have been involved in CRC training and some of them work together with change agents of IKIP PGRI Semarang to implement CRC in their social works.

PPG (Pre and In-Service Training for Teachers) unit and PLPG (In-Service Training for Teachers) unit are the recently established units in IKIP PGRI under the supervision of Teacher Profession Education and Development, National Education Ministry. This unit will, for this year, train more than 6,000 teachers from different schools in Central Java. The trainers are certified lecturers of IKIP PGRI Semarang and some are from partner (co-worker) universities in Central Java. They will be involved in workshop and socialization on CRC conducted by IKIP PGRI Semarang.

The Radio which is already established in IKIP PGRI Semarang has been used as media to give information and socialization on CRC for the listeners in Semarang municipality and some regencies near Semarang. And the **websites** are created to give information and to communicate all relating about IKIP PGRI Semarang and CRC as well. The latter is created especially for giving information and socialization on CRC. **A Book** of Hak-hak Anak (Child Rights) has already 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 implementing CFTM in teaching learning process at schools.

2. Purpose

The purpose of this project is to implement and contribute to the development of the already formulated Child-Friendly Teaching Model (CFTM) in CRC perspectives for secondary schools in Central Java. It mainly focuses on sensitizing of the CFTM to the authorities and the stakeholders and the implementation of this model and classroom and school management in SMP N Tempuran I Magelang, Central Java.

Model and Cluster Schools as an alternative way in implementing CRC Principles and CFTM

Model School and plasma (cluster) schools are developed by the previous change agents as selected schools in implementing CRC principles and CFTM. Model school is a selected school considered as a potential school in implementing CRC principles and CFTM, and cluster schools are schools, usually nearby the model

school, which are expected to be the next target in implementing CRC and CFTM. In implementing it, the cluster schools are under supervision of model school, local government, Teachers Group by subjects (MGMP), and change agents. Hopefully, under the local authority, the cluster schools can be model schools for other schools in a certain area. In such a way, the sustainability of the implementation of CRC principles and CFTM is persisted with. To support and promote this program, we can use some agencies, such PGRI in Regency and sub-district level, local government, Teachers Group by subjects (MGMP), and change agents.

Like the previous batches, the change agents of Batch 13 selected one model school and one cluster school to develop and disseminate CRC principles and CFTM. The model School of Batch 13 is SMP Negeri (State Secondary School) Tempuran I Magelang where the project was conducted and the cluster school is SMP Muhammadiyah (private secondary school) Tempuran Magelang.

Target groups and target areas
The following are the target groups and target areas:

1. Principals of Junior High Schools, the heads and secretaries of Teachers Group by subjects (MGMP) in Secondary Schools in Magelang Regency, and the principal, teachers and school committee of SMP N Tempuran I Magelang. It is the starting point to disseminate and implement CFTM for the cluster schools in this area.

2. As a stepping stone to support and develop the implementation of CRC and classroom and school managements, and for the sake of sustainability of the implementation of CFTM in Central Java,

a) It should be taken consideration to development and empowerment of the already existing Pusat Hak-Hak Anak (Center for Child Rights) of IKIP PGRI Semarang.

b) It will conduct sensitization of CFTM in CRC perspectives for the heads of teachers association (PGRI) in regencies level, as they have position and personal power to promote CRC and encourage the members of the association.

3. Activities

a) Sensitization
The sensitization of CRC principles, Classroom & School management, and CFTM was conducted for: 1) Principals of Junior High Schools in Magelang Regency; 2) The heads and secretaries of Teacher Group by subjects (MGMP) for Junior High School in Magelang Regency; and 3) Principal, Teachers and School Committee of SMP N Tempuran I Magelangon 20 December 2010. *To monitor* these activities,

we conduct observation by giving questionnaire to the participants after sensitizing and depth-interview. *The results* show that:

a) Participants understand and consider that CRC principles and CFTM should be put into action in the classroom processes and school life.

b) Some principals (75% out of 65 principals) of SMP have already given so-cialization on CRC principles and CFTM to the teachers in their schools. One of the Junior High School (SMP Muhammadiyah Tempuran, Magelang) has already started to work as cluster school that is going to im-plement CRC principles and CFTM under the supervision of change agents of Batch 13, Principal of SMP N Tempuran and the head of Education Of-fice of Magelang Regency.

b) Workshop

Workshop was conducted for: 1)The Heads and Secretaries of Teacher Group by subjects (MGMP) for Junior High Schools in Magelang Regency, and 2) Teachers of SMP N Tempuran I Magelang. The heads and Secretaries of MGMP, and Teachers of SMP N Tempuran I Magelang were trained on how to implement CRC principles at school environment and to implement CFTM in teaching learning processes. They are also trained to develop the lesson plans. It was conducted on 20 and 21 December 2010. *Monitoring* was conducted by distributing questionnaires, observation, and depth-interviews. *Results* show that:

1. In monthly MGMP meetings, CRC principles and CFTM become one of the subjects in their discussions.

2. SMP N Tempuran I Magelang, as a model school is straightforwardly ex-pected to implement CRC principles and CFTM at school and class envi-ronment. The following activities have been conducted where some outputs have been identified:

a. School principal conducted some meetings with teachers and school com-mittee in accordance with CRC and CFTM implementation at school. The principal (Umi) is initiating to make policy on implementing CRC princi-ples for all teachers and staffs in her schools.
b. In coordination with school committee, principal has made some improve-ments on sanitation, cleanliness, and canteen and motivates all the people (teachers, staffs, and students) to keep school environments clean.
c. Most of the teachers have already made improvement on their lesson plans in CRC and CFTM perspectives, but some still need more intensive guid-ance.
d. All teachers implement CRC principles and CFTM based on the lesson plans they made and they make self-reflection on learning and teaching pro-cess conducted (see attachment)
e. Teachers have initiated improvements in accordance with the 3 P:s.

1) Provision such as: providing healthy and clean canteen, but still need more improvements, providing comfortable library, and providing some extracurricular activities for students.

2) Participation such as: choosing extracurricular activities based on the students' interest, arranging classrooms in different ways allowing student be able to participate in pairs or group discussion, teachers and students are involved in deciding some rules and consequences in teaching learning process and empowering the existing student council.

3) Protection such as: healthy and comfortable school and class environment, having friendly teachers, and no physical/corporal punishment

c. Development of the Already Available CFTM

To develop the already available CFTM, it was conducted depth-interviews, Focus Group Discussions (FGD) and Classroom Action Research. The followings are the results of each activity:

1. **In depth-interviews with some teachers.** It has been identified some difficulties faced by the teachers on implementing CFTM in the classroom, such as difficulties in activating students in participating in teaching learning process. The students still count on the teacher's explanation and information; difficulties in creating classroom environment and management freely as the teachers tend to give exercises from student worksheets as the effect of the national education policy on academic requirements to pass national examination. They think that CFTM is applicable in teaching learning process.

2. **Focus Group Discussions.** It has been recommended that CFTM can be implemented in teaching learning process, but it should be integrated with other teaching models, such as PAIKEM (Joyful, Effective, Creative, Innovative, and Active Learning) which is familiar among the teachers in Indonesia.

3. **Classroom Action Research.** This research was conducted on 1st June 2011 in English class, involved one English teacher (Aciek Aliyah, S.Pd.) and one observer (Umi Hidayati). The data was obtained from class observation, questionnaire for the students, and self-reflection of the teacher. It was conducted in two cycles. The objectives are to improve the presentation of the course and to meet the students' rights to provision, protection, and participation. Through two cycles of actions, course designed for preparing teacher of English has been revised.

The students evaluated the teacher's performance using the same items on the reflective form, such (1) Subject Planning and Implementation. (2) Planning and Using Learning Sources, (3) Class Management, (4) Evaluate and Record Students' Progress.

The result shows that, according to the students, the course has become more interesting and they admit that they have learned a lot from the course activities. The teaching learning process conducted is more comfortable. From teacher's perspective, the teacher feels more understanding about CRC principles and CFTM and how to integrate them in teaching learning process. Some difficulties she faces are: in setting indicators of child friendly teaching integrated in the course; accommodating differences of student's learning style because of the number of the students in the class (40 students in each class); using various learning sources as the limitation of references; giving the same chance to students with different ability to participate actively as the limitation of time in each meeting (90 minutes); motivating students' creativity; and motivating and facilitating students to interact among them, as most students has difficulties to express their ideas in English. But, she has a progress in building a warm, personal, interesting atmosphere and good relationship with students. Overall, she can run her English class well. Related to the teacher's teaching performance, there are some improvements in facilitating, motivating, and encouraging students, but students' involvement in material and media selection is still neglected. Regularly, the course design has been reconstructed based on the result of the actions.

d. Evaluating the Implementation of Crc Principles and Cftm in School and Class Room Management.

The purpose of this evaluation is to identify to what extent model school implement CRC Principles and CFTM in School Management and all the class rooms. The data was taken from questionnaires (attachment 2 point D and E) given to 100 students selected randomly from 560 students of SMPN 1 Tempuran, Magelang on 31st December 2011. It can be revealed that:

1. At School management level, students practice fair relations and nice conversation with their friends, teachers, staffs, principal and all people coming to the schools, without yelling to their class mates. They obey the rules given in the school. They have sense of belonging of their class and school environments (cleanliness, well arranged places, etc), Some students feel that they get much chance in participation and fulfill their interests, such as participating in making policy and decision in class and school level, having social environment responsibility, involving all activities without considering gender differences, consulting with Students' Council/teacher if there is a problem, and choosing an extra-curricular relating to their interests.

2. In teaching learning process in the class, the students think that they are more active in learning because of feeling comfortable and secure when they are joining teaching and learning process in the class. They feel they have warm and friendly teachers, they can participate much in teaching learning process, they do their tasks from teachers without feeling vulnerable, and are willing to do their work in group and involve actively in every discussion conducted in the class. However, some teachers (10% teachers) still have

difficulties to implement CFTM fully in their teaching learning process, as they think that punishment is still an effective way to make students disciplined and improve students' bad attitudes.

e. The School Management's Initiation

Umi Hidayati as Change Agent and the principal of SMP N Tempuran I (model school) initiates regularly meetings: two-months meeting for teachers and staffs and Monday's meeting (after school time) for teachers to evaluate, motivate and encourage them to implement CRC Principles and CFTM at school. In some cases, she invites school committee (parents' council) to discuss some problems relating to school facilities and school policies. She is highly motivated to practice school management in CRC perspectives by implementing 3 P:s.

1. Provision: all teachers and staffs are motivated to put CRC principles and CFTM at all classroom and school activities; keeping the school environment clean and healthy is the responsibility of all school communities; some school policies are made, such as improving on students' toilet; making canteen more healthy and clean, repainting class room more colorful, providing teaching learning media (LCD), and facilitating teachers practice friendly learning;
2. Protection. Cooperating with local police station, she initiates to ask one police to regulate traffic in front of the school to assist students who are crossing the street to enter the school every morning and employ one of her staffs to do the same thing at school leaving, motivating and encouraging all teachers not to practice corporal punishment, such as asking students standing in front of the class, making them clean the toilet, etc.;
3. Participation. Place the students as members of school community to take responsibility in keeping cleanliness of the classroom and school environments, involving students to make written slogans in CRC perspectives, students' council election involving all students without interference of teachers and school management, accommodating students' proposal relating students' interests. There are two kinds of extra-curricular proposed by the students have already accommodated (Tae Kwon Do and Sewing Practices), besides 8 kinds of already available extra-curricular, facilitating the students' council, under the supervision of Vice-Principal of Students affairs, to conduct regular meetings.

She always coordinated and informed all school activities and policies to School committee which is very cooperative and fully supports CRC practice in the classroom and at schools.

f. CRC Principles and CFTM Practices in Smp Muhammadiyah Tempuran Magelang (Cluster School).

The result of monitoring conducted at SMP Muhammadiyah Tempuran Magelang (Cluster School) by observing the school and interviewing the principal (Mr. Pahrur) shows that the school environment and facilities are good and friendly enough. Those facilities are supported mostly by the Muhammadiyah communes and parents' council, which have regularly meetings in the schools. The students are mostly from disadvantaged families. The discipline and motivation of the students are the main problems at the school, in such condition teachers find the way to discipline and motivate students by violating child rights. Some teachers, especially traditional teachers still think that punishments, i.e. standing in front of the class, giving overload assignments, are effective ways to discipline students. The teaching learning process still focuses on teacher's role, without considering students' needs and is less friendly. Since some teachers are not involved directly in workshops of CRC principles and CFTM conducted in school model, their understanding of CRC principles and CFTM is low. For following up this problem, change agents (Batch 13) initiated to conduct workshop.

Workshop for Cluster School Teachers
Workshop was conducted for all teachers of SMP Muhammadiyah Tempuran Magelang on 31th January 2012. The teachers were trained on how to implement CRC principles at school environment and to implement CFTM in teaching learning processes. They are also trained to develop the lesson plans. This workshop involved teachers of SMP N Tempuran I Magelang, as experienced participants in implementing CRC principles and CFTM. They can share their experiences to the others, especially in group discussions conducted. The Principal of SMP Muhammadiyah is very cooperative and enthusiastic to practice CRC principles and CFTM at his school. He promises to motivate and encourage all teachers and staff to implement it.

4. Discussion and Reflections

The result of socialization for principals of some SMPs and the head of MGMP in Magelang regencies indicate that they understand and consider that CRC principles and CFTM should be put into action in the classroom processes and school life. From their understanding and considering, hopefully, they will participate in empowerment of new change agents in implementing, or at least, socializing CRC principles and CFTM at their schools. The teachers of SMP N Tempuran I as model school have implemented CRC through child friendly teaching models in teaching learning activities at school and the teachers' awareness and competence on the CRC through the learning materials and activities are also revealed. However, further development is still needed to continue to make this teaching model understood and implemented by every teacher in the school. The implementation of CRC principles and CFTM for Cluster School is not easy without actively involvement of

model school and change agents. Sensitizing, monitoring and encouraging for cluster school are still necessary.

The development of CFTM has been discussed in focus group discussions (FGD) involving Indonesia change agents, lecturers, teachers, and principals for the improvement and the applicability of the model. The development of CFTM design will be accommodated from the pilot projects conducted in model and cluster schools, micro teaching for teacher candidates, and the student teachers teaching practice (PPL) at schools.

The conclusion is that CFTM should not be introduced as a totally new teaching models, but it should be integrated and accommodate the existing model such as PAIKEM, and the stressing should be on CRC with 3 Ps or 4 pillars of CRC.

The challenges of the implementation of CFTM at schools effectively in the future come from cultural, educational and social-economic back ground of the parents, since culturally, corporal punishment, systematic punishment, abuse, sexual/verbal harassment, etc still happen at home and society, mostly they don't understand much on child rights. Economically, they are powerless to overcome or struggle successfully against a difficulty or disadvantage. For the future plan in coordination with school committees, socialization should be conducted for parents.

Implementation of CFTM at schools needs support from different sectors, such as government at all levels, education institutions, NGOs, media, and private companies. The link or networking should be developed in terms of maximizing the results.

5. Way Forward

Working together with present and coming Indonesia change agents and colleagues who are interested and concerned on CRC implementation, for the sake of sustainability of implementing CRC, we have a dream to place Central Java in the forefront in implementing CRC principles and CFTM in schools in Indonesia as described in the 'grand design'. There are different strategies how to implement CRC, i.e. disseminating CRC through Center for Child Rights (CCR) of IKIP PGRI Semarang internally and externally, and continuous development of CFTM through model school and cluster schools. Three regencies (Semarang, Kendal, and Magelang) have already been developed model schools and cluster schools in implementing CRC principles and CFTM. Surakarta is the next regency, where Change Agents (Batch 15) are working at their projects which have the same track as the previous Indonesian change agents did. The following are the target areas which has already implemented CRC principles and CFTM in Central Java.

Semarang, target area of Batch 9

Kendal, target area of Batch 8 & 11

Magelang, target area of Batch 12 & 13

Surakarta, target area of Batch 15 and 16

And reference for teachers for the long-term plan, Central Java as one of 33 provinces in Indonesia with 35 regencies (districts); 567 sub-districts, and about 7000 villages is a potential area in developing CRC since so far the province government and the people mostly give good and positive responses on the policies and programs given by the national government. To some extents, Central Java has been a model in developing education, especially for primary and high schools. On the other hand, Teachers Association (PGRI) of Central Java Province, has been considered as local government partner to make education policy, and has contributions on some national education policies as well. From this fact, in relating to the implementation of CRC, Central Java can be as a model in promoting and disseminating CRC principles and CFTM in Indonesia.

To support the implementation of CRC and CFTM throughout Central Java and Indonesia in the future, we should develop networking with the potential institutions and NGOs in Indonesia. The followings are some programs in terms of disseminating CRC principles and CFTM in the future.

1. To function maximally the CCR website as media to communicate and inform activities, programs, and concepts of CRC and CFTM.

2. To promote and distribute Child Rights book (in English and Bahasa Indonesia version) to all schools in Central Java through Education Authorities (government) and PGRI at all levels.

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3. To revise CFTM book and develop it to be more interesting and applicable by adding some illustrations with pictures.

4. To control the sustainability of some units (PPL: Job Training Unit, KKN: community works for students, Community works for teachers, PPG,and PLPG) place CRC principles and CFTM as main content of their activities.

5. The Indonesian government should draft a policy that ensures education in Indonesia is based on human rights and child's rights standards so that education in Indonesia is in line with the Convention on the Rights of the Child and other human rights instruments. PGRI as teachers association should take part in contributing to and controlling the policy as well.

6. Systematic teacher training should be carried out on the implementation of educational methods based on children's rights. CFTM should be developed endlessly as guidance in implementing CRC principles in teaching learning process. At the same time, the school should seriously develop and implement the environment and policies aimed at the prevention of violence. IKIP PGRI as a teacher training institution has some potential units to contribute and influence on it.

7. The "Grand Design" as described in the frame of reference should be placed as the basis of the connections between different initiatives taken by change agents and by different actors in the implementation of CRC.

MODEL SCHOOL (SMP NEGERI TEMPURAN I) IN PICTURES

School Environment

Class Environment and Activities

Sewing Practices as Student's Extra-curricular

Class Environment

"Angklung" Performance of Model School Students

"Traditional Dance" Performance

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CLUSTER SCHOOL (SMP MUHAMMADIYAH TEMPURAN) IN PICTURES

The Principal of SMP MuhammadiyahTempuran, Change Agents, and The Head of Education Department, Regency Education Office

Environment and Child Friendly Foot ball   **Friendly Discussion (Students and Teachers)**

Class Room Environment and Activities

Attachment 1

Reflexive Instrument for Teachers

Direction

Give scoring honestly, objective, and responsibly toward yourself. For each statement indicate (√) in the column based on these criteria:1 = lower, 2 = low, 3 = fair, 4 = high, 5 = very high 1					
Subject Knowledge					
1.	Subject knowledge and it's contribution to curriculum				
2.	Understanding about CRC principles and CFTM				
Subject Planning and Implementation					
3.	Set a clear indicator				
4.	Plan a teaching learning based on curriculum				
5.	Serve new knowledge				
6.	Communicate ideas clearly				
7.	Set teaching strategy accurately				
8.	Manage time of teaching experiences				
9.	Arrange question in a good language				
10.	Give instruction clearly				
11.	Accommodate difference of student's learning style				
Planning and Using Learning Sources					
12.	Arrange appropriate subject				
13.	Use learning media and chart				
14.	Use various learning sources				
15.	Use computer as teaching learning aids				
Class Management					
16.	Manage pair work				
17.	Manage group work				
18.	Motivate interest and enthusiasm				
19.	Give praise tenderly				
20.	Give the same chance to students with different ability to participate actively				
21.	Facilitate students to construct knowledge				
22.	Motivate students' creativity				
23.	Motivate and facilitate students to interact among them				
24.	Build a warm, personal, interesting circumstances and good relationship with students				
Evaluate and Record Students' Progress					
25.	Evaluate students' task				
26.	Evaluate students' progress				
27.	Identify difference learning style individually				
28.	Help students in learning				

(Adopted from change agents of batch 9 and used as a method in a doctoral thesis about CFTM written and finished by one of the change agents)

Attachment 2

Points of Monitoring Instrument

No	Description	SCORE			
		1	2	3	4
A.	**Head of Teachers Association** 1. understand classroom and school managements in CRC perspectives 2. inspire to socialize classroom and school managements in CRC perspectives to the members 3. consider that class room and school management in CRC perspectives should be implemented in School life 4. socialize to the government to support the implementation of class room and school management in CRC perspectives. 5. control the implementation of CFTM in Schools				
B	The heads and Secretaries of Teacher Group by Subject (MGMP) in Magelang Regency 1. understand classroom and school managements in CRC perspectives 2. inspire to socialize classroom and school managements in CRC perspectives to the members 3. consider that class room and school management in CRC perspectives should be implemented in School life 4. socialize to the government to support the implementation of class room and school management in CRC perspectives. 5. control the implementation of CFTM in Schools				
C	**Principals of SMP in Magelang Regencies** 1. motivate teachers to practice classroom management on the basis of CRC 2. control teachers' preparation for the classroom management 3. facilitate the teaching practice 4. practice fair relation and nice conversation at schools 5. control practicing teaching learning process 6. practice school management in transparency, accountability, and participation 7. accept specialneed students				
D	**Teachers of SMP N Tempuran I** **In implementation of CFTM in Teaching learning Process** 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. give opportunity to the students to be active properly without considering gender 12. give opportunity to the students to have an extra activity depends on their ability/need 13. can solve the social's problem of their students 14. practice fair relation and nice communication with their students				
E	**Students** 1. active in learning 2. participate in teaching learning process 3. do their tasks from teachers 4. practice fair relation and nice conversation with their friends, teachers, staffs, principal and all people coming to the schools 5. are willing to do their work in group 6. obey the rule 7. involve actively in every discussing conducted in the class 8. have sense of belonging of their class and school environments (cleanliness, well arranged places, etc). 9. participate in making policy and decision in class and school level. 10. have social environment responsibility 11. involve all activities without considering gender differences 12. have a high motivation to be a moderate student 13. consult with Students' Council/teacher if there is a problem 14. choose an extra activity depends on their ability and their need				
F	**School Committee** 1. actively support financial resources 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				

MALAWI

Child Rights Convention Sensitization and Enhancement of its Implementation in Malawian Primary Schools: A Case of Chimutu Primary School, Lilongwe.

Martha Ndeyana Kwengwere, Derex Francis Edwin Souza and Leonard Sakala Banda

1 Frame of Reference

Child rights issues in Malawi are derived from various legislations thus national, international and global sources. Internationally, Malawi ratified the Convention on the Rights of the Child (CRC) in 1991. Further, Malawi is party to other international legislations such as the International Covenant on Economic, Social and Cultural Rights (ICESCR) under Article 10, 12 (2) (a) and 13, International Covenant on Civil and Political Rights (ICCPR) under Article 14(4) and 24 and the African Charter on Human and People's Rights (APCHPR).Globally, Malawi is guided by the Universal Declaration of Human Rights under Article 25(2). In addition, Malawi is currently guided by the Child (Care, Protection and Justice) Act that renews and improves the country's laws on the protection and rights of the country's children. The Act seeks to modernize the law relating to children by incorporating provisions aimed at protecting and upholding the best interest of the child, and also, to modernize the child justice system in Malawi by emphasizing on rehabilitation of child offenders and their reintegration into society. The Act is built on the provisions of the Affiliation Act and also the provisions contained in Part III of the Children and Young Persons Act and introducing new provisions covering matters such as duties and responsibilities of parents towards their children; determination of children in need of care and protection; guardianship; fosterage; residential placements; powers and procedure of child justice courts in care and protection matters; duties and functions of local authorities relating to child care and protection; and protection of children from undesirable practices.

Child Rights Convention and all other legislations in support of Child Rights revolve around issues of Provision, Protection and Participation relating to child rights. Provision involves issues such as food, healthcare, education and social security. Protection derives issues of maltreatment, neglect of all forms and exploitation. Participation, on the other hand, involves issues of the right to be active and involved in decision making.

1.1 Participation as a Principle of Focus

The Change Work for Batch 13 focuses on strengthening the level of participation on the part of the child learner. Participation, herein, is where children take part in and influence processes, decisions, and activities that affect them, in order to achieve greater respect for their rights. Looking at this definition, it is noted that participation of children in Malawi is practiced at a minimal level. There are many benefits of child participation. First, it gives children an opportunity to be heard in all matters affecting them. This right encompasses aspects of participation in school, in the community, in the family, and at the national level. Our concentration rather has been in the school setting.

Additionally, participation would not suffice only to listen to children. Their views have to be taken seriously. In other words, children's views have to inform decisions that are made in the school setting. Further, these views have to be considered despite their age and maturity. The different social context and constructions the child has come into contact with affects their understanding of issues that affect them. There are many issues where even small children can participate in and contribute thoughtfully. To foster such rights, the adults have to create the opportunities for children to do so. This could be very ideal in a school setting where teachers and all stakeholders have to work towards providing such an environment.

It has been our conviction that participation promotes the well-being and development of children. Children are able to build competences, confidence, develop skills and talents. It also encourages children to make better decisions about their future. Further, some children also have passion to take interest in issues surrounding their environments. This gives them an opportunity to develop new skills, build self esteem and empowers them to handle abuses and neglect of their rights.

The team focused much on participation at the school because although there were several committees at the school in question, i.e. Advisory Committee, Disciplinary Committee, Examination Committee Sanitation Committee, Sports Committee, Punctuality and Assembly Committee, Entertainment Committee, Time Table Committee and Condolence Committee, it was observed and confirmed that learners do not take part in the activities of the mentioned respective committees, other than school clubs only. It was felt that most of these committees directly, affect the child in one way or the other, hence the need for their representation. The different clubs where the learners are much involved are also organized and headed by teach-

ers, who in turn make decisions which are passed on to the learners. The Team's search for more information, it was learnt that only the Sanitation Committee has learners involved but the names of the learners in the committee do not appear on the list of the committee members. This casts some doubts as to whether the learners are indeed represented.

Article 12 of the CRC entitles children to play an active role in issues and decisions that affect their lives. In essence the article enforces the right to challenge abuses, ensure that their rights are not neglected and take action to promote and protect those rights. It also facilitates children's contribution towards the promotion of their own best interest.   In addition, article 13 of the CRC states the right to freedom of expression. Children regardless of their age, sex or physical challenges have a right to express freely their views on issues that affect them. Therefore, participation at all levels acts as a tool of ensuring that this is achieved. Furthermore, article 14 of the CRC reiterates the right to freedom of thought. This gives children an opportunity to think for themselves on issues that are in their best interest.   However, these rights cannot be exercised without some control or guidance from the adults. In fact, these articles do not give the child the right to control over all decisions affecting them, thus, irrespective of levels of competencies and understanding. The articles nonetheless, introduce a radical and profound challenge to traditional attitudes. These attitudes usually, assume that children should only be seen and not heard.

It is therefore more imperative that the child participate in decision making, more especially on issues that involve them as human beings and also that could affect their education. This is likely to create a conducive environment for the learners and likely to have positive impact on the education system as a whole.

1.2 Target Area

The Change Work is implemented at Chimutu Primary School. This school is located in Lilongwe Urban, along M1 road. This school being located at a central point in the city it is presumed to be part of harbingers in the wind of democratic change which started, mainly in the main cities in the country. The people residing in the vicinity of the school are working/business class people. Being an urban school, the people surrounding the school are presumed "civilized" and easily grasp concepts. This includes issues of human rights and child rights in particular.

It has been presumed as well that the teachers themselves being in such an urban setting their understanding of issues and aspects of change are advanced. It was, nonetheless, imperative for the Change Work team to presume that innovativeness should be at the centre of teaching and learning at this school given the above factors. This information suffices to say that literacy levels of the community around are high and that understanding of issues and concepts should be advanced. Hence our choice for Chimutu Primary School was based on such presumptions.

Enrolment at the school is around 900 pupils and dropout rate is very minimal. There are only four (4) prefects namely Head boy/girl and their deputies from standard 7 and 8 classes. This means the representation is scanty and not fair enough. It is obvious that views of those in the lower classes are not wholly taken on board considering lack of the representation thereof.

1.3 Target Group

This Change Work revolves around the learners of Chimutu Primary School. The learners need to realise they have the rights and these right have to be known and enjoyed. It may not be as simple for them to understand any of the rights, but their involvement in activities of the school would be a milestone to achieving the spirit of the CRC knowingly and or unknowingly.

There are a number of stakeholders involved. The District Education Manager and the Primary Education Advisor, who are the authorities, are much more involved in the project. Other stakeholders include the Head teachers, Teachers, Parents, School Management Committee and Parents and Teachers Association as well as Traditional Leaders.

Typical of a classroom at Chimutu School

The authorities are being involved almost at each activity of the change work in order for them to appreciate the importance of the change work and to provide moral and material support for the success of the Change Work.

The Ministry of Education being an umbrella for all stakeholders in the education sector is our major stakeholder. Thus, are obliged to provide all and exclusive environment for the realization of the rights in question. These people and duty bearers are involved at all levels where necessary.

2 Purpose

This Change Work is implemented to *promote inclusive decision making in the schools as a basic tenet of the Child Rights Convention.* The achievement of this objective rests on the understanding and acceptance of the concept "child participation" by all the stakeholders involved in the education system responsible for primary education.

The project is ensuring that learners take part in the activities of the school by being members of different committees available at the school, more especially those that directly affect them. On a different note the project ensures that representation in decision making portfolios is fair since members of the committees will come from almost all the classes and that the student council is fairly represented by almost all classes.

The project is also aiming at changing attitude of the teachers/elders on the perceptions of Child Rights. This helps the involved stakeholders as well as the target group itself to appreciate the importance of having and upholding child rights.

Significantly, implementation of the child rights has to be genuine. From the look of things and from the information gathered it is usually claimed that rights of the child are respected and provided for in schools. Nonetheless several aspects are left out that impinge on the rights of the child. It is only when learners participate fully in the activities of the school, that their rights are realised. This also entails genuine participation of the child in decision making on issues affecting them. Obviously, it does not mean that whatever children say must be complied with. Rather, proper consideration should be given on any of such views when decisions are made about and for the child.

The project would like to uphold democratic values and tendencies amongst the learners e.g. voting, and freedom of speech. Malawi being a representative democracy, the learner needs to learn and understand its practice while in school so that this learner also appreciates the broader political life they are to be part of eventually.

3 Methodology

The Project started in January 2011. The team met the District Education Manager for Lilongwe Urban as Chimutu School falls under their jurisdiction. This was a physical visit, for a brief meeting followed by formal communication by a letter which was responded to, and the Head Teachers of Chimutu L.E.A School were recipients. This letter was the authority to proceed with the project. The team also met the Head Teacher and this was through a formal meeting. Bookings and appointments were made with each group that has been engaged so far.

Meeting with learners was through focus groups of set number of learner representatives from the classes. Differently, we also engaged them through the representatives of the classes as elected by the learners themselves. These class representatives put office bearers into different portfolios as guided by the committees in the school where learners are directly involved and need their input in terms of decisions.

Most of the work was done by the team save for some specific task such as letter writing, which was assigned to individuals in the team.

After the follow up seminar in Hohhot, China, a wider number of stakeholders were approached for their input and assistance. The team engaged the DEM more vigorously and other stakeholders within the education sector such as the Primary education Advisor (PEA). The team also engaged the department of Child Right at Malawi Human Right Commission. The encounter assisted our project in mainstreaming child rights in the classroom.

The Mentor's visit also created the trust amongst our stakeholders on the implementing team than before. A number of teachers appreciated the idea and came forth to join hands in implementing the work. The visit by our mentor guided the team's operating principles such as meeting individual teacher with a like mind, and interest in the project. This helped to have a number of teachers who stood for us every time an activity was planned and implemented.
In all the activities we tried to be more participatory for the learners and teachers to appreciate the concept 'participation'.

Project team, Martha, far left and Derex, far right with mentor, Ulf and Head Teacher for Chimutu Primary School

3.1 Activities

A number of activities have been implemented in the life span of the project as outlined below.

(a) Lobbying with relevant stakeholders to gain understanding and acceptance of child rights issues and change work

A number of stakeholders have been approached so far in the period and lifespan of the Change Work. The DEM, PEA, teachers, Head Teachers, the Ministry of Education (The Secretary of Education), the School Committee, the Malawi Human Rights Commission, were lobbied at different times as the need arose. This made our work to have a backbone and mandate in the school.

(b) To conduct Survey (qualitative) on knowledge and understanding of Child Rights Convention to relevant stakeholders and target group (i.e. teachers, traditional leaders, parents/ teachers association and learners respectively)

Our survey started by our visits where we observed a number of things some of which include the young learners urinating outside classes; the committee members posted on the walls of the staff room where we noticed that no name of learners appeared and this informed the Project Team's opportunity for intervention. Meeting with the learners was yet another forum where information was solicited from them on what they know about child rights. It was more of a focus group discussion. In the first group we had 30 learners from classes 5 to 7. These comprised 16 male learners and 14 female learners. Their ages ranged from 8 to 16. Learners from class 8 were exempted to the discussions because this time they were writing mock examinations in preparation for the national examinations. But we managed to have the Head Girl and Head Boy.

The team asked the learners if they knew their rights. In this case they all said that they knew as they explained that it is part of the curriculum. We then introduced the stick it up exercise whereby each learner was supposed to write one right they know and stick the paper on a board. Learners were free to write it using either in vernacular and or English. Reading from the stickers, most learners wrote of the right to education. Therefore, this prompted the team members to conclude that most of the learners knew of their right to education, among the other rights available in the CRC. Perhaps this is well known because it is mentioned and emphasized by teachers or parents. Our team then wanted to know if the knowledge that the learners have of child rights is used. While asking them of their involvement in school activities, like how are they involved in the different committees at the school, it was observed that not much involvement is done especially on the part of decision making. Despite having different committees at the school, they are not involved much other than being on the receiving end. The prefects are informed of decisions to communicate to the learners. It was also discovered that the prefects do not have outlined terms of reference. All they do is to make sure that fellow learners are early to school and classes from home and from break respectively; and making sure those learners have tacked in their shirts. **Appendix 1** shows a list of questions asked to Standard 5-7 learners and their answers.

The same methodology was applied on the young learners from classes 1 to 4. In this group there were about 68 participants. Standard 1 learners were **21** comprising 11 male learners and 10 female learners. Standard 2 learners were **21** comprising of 9 male learners and 12 female learners. Standard 3 learners were **23** comprising 14 male learners and 9 female learners. Standard 4 learners were **19** comprising 9 male learners and 10 female learners. Their ages ranged from 6 to 16 years. We chose this number for we felt that this is the very age group that requires more care when issues to do with rights are concerned. A wider basis for information gathering would mean getting the right perspective on rights issues at the school. **Appendix 2** shows list of questions and answers for Standard 1-4 learners.[1]

While soliciting information, from the two groups, to base the project on and the eventual roll out, the Project Team found this as an opportunity to give some more information on child rights. This was to equip the learners with more information

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[1] 1 Most of the activities implemented and the methodologies are presented in DVDs submitted to our Mentor and Lund University.

on the topic of child rights. Despite the fact that they have a topic on Child Rights in the curriculum – Social Studies, there are problems of really understanding what such rights are and what they entail.

(c) Briefing teachers on Child Rights issues

At Chimutu Primary School there are more lady teachers as opposed to male teachers. This is the case because most of the teachers are spouses of men that work or do business in town. Hence most of the women teachers follow spouses to town. Of the 21 teachers at the school there only two male teachers and when we met the teachers there were only two male teachers out of 17. Our encounter with teachers before and after our follow up seminar in China, unearthed a number of issues especially on participation of the learners in decision making. Generally, teachers have not been forthcoming to giving the learner child a meaningful chance to participate fully in decision making though policies in the education sector emphasize on this aspect as a tool for effective teaching and learning.

Our discussions, the mentor's visit and the visit by Batch 14 invigorated the enthusiasm and zeal in some teachers to discuss more on child rights and participation in particular.

(d) Sensitize learners on Child Rights Convention through debates, drama and informative sessions

This activity started with sensitizing of more information on child rights as a starting point to trying to finding the gaps in the knowledge on child rights. A student council has been put in place and it is functional. In addition a child rights club is introduced. These groups are responsible with running all issues to do with child rights and participation of the learners at all levels in the school.

(e) Hold meetings with Parents and Teachers Association and School Committee

A meeting was held and it was successful and it bore fruits, as parents accepted the change work for the good of their children. The School Committee Chairperson welcomed the whole concept and promised to monitor progress and the eventual fruits it shall bring forth in the school.

(f) Electing School Prefects

The prefects were elected amongst class representatives. The team facilitated the process. These prefects were engaged on a number of occasions to put in place terms of reference for their portfolios and a number of sessions on making them understand their work and human rights in general and child rights in particular. In the same vein a number of fliers were put in classroom bearing child right messages for the learners to see, read and appreciate. Most of the

messages carried along pictures that appealed to the learners to appreciate a particular right. Annex 3 gives detail of the elected prefects and terms of references as decided by the learners and teachers.

(g) Capacity Building for the Prefects

The prefects were also sensitized on child rights. A separate session was planned and implemented on how they are supposed to operate in as prefects. It was discussed that there should be constant communication between the learners and teachers and vice versa.

4 Results

During the implementation of the change work there have been a number of pointers on the work done that show that there has been progress and in the right direction.

4.1 Indicators for Output and Outcome:

The Change Agents sensitized teachers and learners as well as School Management Committee on child rights and importance of the change work that is being implemented at Chimutu Primary School. Knowledge on child rights has been raised as most of the learners only knew of right to education.

The teachers now show interest to embrace the project, and they are very willing and eager to see this project achieve its objective. Despite the resistance which comes with any change, the teachers asked the team to introduce the change on child participation.

Further, the school authorities have been cooperative enough by fulfilling appointments and organizing the learners for the meetings. And the Project Team is sure that this will continue with subsequent activities with Change Agents now and others coming in the Training Programme continuing on this change work and other stakeholders like the Human Rights Commission who has shown interest in the change work.

4.2 Output

In the short-term, knowledge has been imparted on learners as well as teachers on child rights. The teachers are now able be articulate on the reason we have to implement child participation in schools. The teachers are eager to see how this is working. They have offered to assist the team in making sure that the committees instituted are working as per the terms of references made by the learners and agreed by the school management. Here, it is imperative to mention that after gaining the knowledge and appreciating the need for learners to be part and parcel of decision making, the teachers have accepted and implementing the change. This means that

knowledge on child rights has been acquired which is important as this will lead to smooth implementation of all other child rights activities at the school.

Secondly, there has been an initial attitude change from the teachers. Where the teachers had reservations, they paved way to try the new aspect and prove its effectiveness. This is very positive on the part of the change work, as it informs an articulate way of implementing the activities for the success of the project. Another example of the attitude change was notable during the discussions with the teachers whereby one teacher said as quoted,

> *"Things have changed and they will keep on changing e.g. we have a new curriculum which we are following that requires us to teach the learners in groups and where applicable in Chichewa. It is, therefore, pertinent that we be guided on what may be done. We should not resist change."*

Of course not all teachers are very comfortable with learners having more knowledge and exercising on their rights. Hence, some resistance to accept the change work as some teachers feel that such a project will make the children know more of their rights, hence, compromise the teaching and learning. If learners have more knowledge they are bound to be cunning when it comes to obeying teachers and authority. As a team we have assured the teachers that we will very much emphasize equally on the responsibilities of each right. Looking at this angle, all learners will have both knowledge on their rights and the exercise of responsibilities which are crucial to defuse the fears by the teachers.

The team is grateful nonetheless that there has finally been acceptance of the project from the authorities who are also our stakeholders. This has also made them give and perhaps continue giving necessary guidance on how to tread on with the project.

4.3 Outcome of the Change Work
The Change Work Team is gradually increasing participation amongst learners and with teachers in the school. As the different committees are represented by learners and teachers there should be a culture of consultation between the two sides. Participation at this level becomes more natural and practical. Teaching and learning becomes enjoyable and very effective.

There is also a feeling that the elections that are held for the student council will be continuous each academic year and be more representative, thus upholding democratic values within the school system and at the same time imparting knowledge on how the country's democracy works.

4.4 Expected Results

The Project Team expects to help build a conducive learning environment at Chimutu Primary School for the learners where all rights are respected, provided for, and are enjoyed to the fullest.

The Project Team also expects that learners' views are always respected by the teachers since most of the decisions made in the school affect the child. Their involvement in decision making shall enhance the enjoyment of the rights in question. In addition, this would promote ownership among the learners of the changes being made arising from the decisions made cohesively.

4.5 Unexpected Results

There has been an aspect of some resistance to change from the teachers who feel a child need not have more and in-depth knowledge on their rights. There has been fear of the unknown and territorial protection; hence, the resistance as the project progressed. As a team there is need to make the project a teacher responsibility. The team will involve the teachers as much as possible for them to have ownership of the change activities that will be taking place at the school. The Project Team feels that owning the project will be a vital point to do away with the resistance. The team will increase the participation of teachers in making decisions about various aspects of the process. The more common reason is to increase teachers' commitment to the resultant outcomes, as they will feel a greater stake or sense of ownership in what is decided and achieved.

It is also expected that some learners may violate rights of others or even break some school rules. Though each right comes with responsibilities, some learners may wish to overstep their exercise of their rights that will eventually violate rights of others. Despite the teachers being responsible for creating a better environment for the enjoyment of any of such rights, the learners too have to be cautious not to infringe on other learners and teachers' rights or even to use this as a means of breaking school rules and regulations.

5 Discussions and Reflection

The results of the project are on the right track. All grey areas concerning child rights have been identified, and have been cleared during the different activities with the teachers as well with learners and the stakeholders involved.

As a team we have been able to learn the extent of knowledge of child rights issues among the learners and their teachers even in town where presumptions are that the people are knowledgeable of such issues. The team has been able to learn attitudes of some teachers as far as child rights issues are concerned. Meeting different people and in different environments on the project has made us appreciate the different

traits and characters of the participants, and stakeholders. This has also informed our approaches in the subsequent activities.

More so, we have learnt to appreciate and respect individual capabilities and contributions to the project. Our weaknesses were surmounted since we worked as a team. Individually we have learnt to respect each one others capabilities and reliance on our colleagues. Delegation played a vital role as well. Our strength also rested on timely and effective communication on all issue to do with the change work.

Despite the positive results outlined herein, we have had a number of challenges in the implementation of the change work. Some of the challenges are as outlined -

(a) **Time constraints** – combining professional work and the project had been a tall order. While fulfilling our obligations in our work places, the project suffered somehow. Some of the team members would go into the field for quiet a longer period, hence the project would stall for such periods as most of the activities require the presence of all or at least two members. To enhance timely implementation of the project, definite timelines for each activity had to be drawn and adhered to by the responsible party.

(b) **Financial constraints** – we required some resources that required finances. It has been difficult to give definite remedies for this problem due to a trend in organizations' chase for patronage. The allowance syndrome has been a major block to development. Nevertheless, we feel making the parties and stakeholders involved own the change work as the best solution to the problem.

(c) **Conflict of interest within the workplace** - our supervisors had given us a go ahead to implement the project but sometimes they were reluctant to release us for the project. This had a negative bearing on the running of the project. The team members need to have clear plans in the offices and presented to officers and or supervisors on the days and times they plan to be involved in the project whether individually as well as a team.

(d) **Resistance amongst teachers** – there has been some resistance amongst the teachers. This aspect strained the team's mental capacities to convince them on the necessity of the project and why Chimutu Primary School had been chosen. Overcoming this challenge had been by making the project their own and implement the activities with much cautious as not to rub shoulders with the teachers. Involving the teachers at every point gives credibility and all misconceptions about child rights are eliminated. . Essentially, defeating resistance was by:-

(a) giving the teachers a clear picture of the objectives to be achieved;

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(b) explaining how the teachers themselves would be beneficial to the school in general, to the learners and to the individual teachers;

(c) discussing participation of learners in details by explaining its benefits and also expelling all myths and misconceptions about it;

(d) establishing individual relationships with the teachers who showed some interest in the project rather than dealing with a group at all times. This helped in that such teachers were able to influence the other teachers who were less willing.

(e) being confident in facilitating the activities were carried out their exercises. This helped the team to instil interest and willingness in some teachers to work together with the change agents;

(f) presenting a well laid action plan and explained to the Head teacher and the teachers and followed accordingly;

(g) ensuring that some teachers were present at each activity that took place. This helped them to own it and to ensure that the learners were not being misled considering the culture that Malawi embraces.

(e) **Misconception** – many stakeholders have misconception that perhaps the change work is funded and hence has a lot of monies. Their expectation is beyond the realm of the project. Nonetheless, they have participated in our activities with the conviction that it is a project accepted by the higher authorities. It's our assumption that the interest in the project continues. Proper communication is vital here. The stakeholders have to be told the resources that are available for the project in the beginning. And being a change project and it being continuous, they have to know that the project remains in their charge while it trickles to other areas and schools. This makes them understand the importance of working voluntarily for the good of their own children and learners.

From the above explanations, though a few problems highlighted, the Change Work Team can boast of success, thus positive acceptance of our project and increased knowledge amongst the learners and teachers as well as the participation thereof in the school activities.

6 Way Forward

As a team we are going to be part and parcel of the whole change as we endeavour to support the learners in their quest to understand and implement their own bid to the enjoyment of their rights to the fullest.

There is need, nonetheless, to plan and organize a seminar for teachers and Parents and Teachers Association on human rights but with much emphasis on child rights.

This activity will be assisted by the Department of Child Rights in the Malawi Human Rights Commission. The workshop will also involve other Change Agents in the Malawi Network.

Sustainability of the change work rests on involving all stakeholders such as the District Education Manager, Primary Education Advisor, Malawi Human Rights Commission, Head teachers and some relatively young teachers as much as possible in all activities that take place. Another crucial aspect is to train the teachers in child rights issues and developing and sharing guidelines and materials on child rights with the school. Imperatively, to engage discussions with the District Education Manager to identify the Head teachers or teachers with special skills to carry on with the project for sustainability and asking them to take up one lesson class by class on the rights of the child.

7 Conclusion

The project has been worthwhile. It is hoped that skills and knowledge gained by the Project Team will not go in vain, let alone the funding by Swedish International Development Agency (SIDA). The Malawi Team is very much willing to ensure that this project is implemented not only at Chimutu School, but in all the Malawian Primary Schools.

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Appendices

Appendix 1

List of questions and answers for Standard 5-7 learners

Q. Have you ever learnt about child rights at this school?

A. *Yes, we learn child rights in Standard 7only.*

Q. Have you ever listened to radio programmes on rights, duties and responsibilities?

A. *Yes*

Q. Some of you are class monitors, head boys or head girls. Do the duties that you perform correspond with the expectations you had?

A. *Our expectations were similar to our role in ensuring that classrooms and the surroundings are tidy and enforcing discipline among the learners.*

Q. Are the learners satisfied with the manner this role (of head boy/girl) is discharged?

A. *At times learners undermine teachers. Class monitors, head boys and head girls ensure that learners are obedient and do cleaning work, which portrays good image of the school.*

A. *Some learners look at our class leaders as a bother. However, the majority appreciate that the role our class leaders play promotes favourable learning environment.*

A. *Class leaders/headboy/girl do commendable job such as instilling in us the spirit to learn cleaning work. We are able to show our parents the fruits of our class leaders' efforts in disciplining us.*

Q. It has been noted that the school has several committees e.g. sports, condolence and environment committees. Do the head boys/girls take part in

these committees? (This question was put forward to the teachers present during the meeting).

A. *There are some committees in which learners take part, but not all of them.*

Q. Can you define a child?

A. *A child is a person whose reasoning capacity has not fully grown and developed due to childhood.*

A. *A child is a person who is too young to fend for him/herself due to childhood.*

A. *A child is a person who should be taught and guided up to when he/she will become an adult.*

A. *A child is a person who cannot live an independent life, but depends on parents.*

A. *A child is a person who is not mature in reasoning.*

Appendix 2

List of questions and answers for Standard 1-4 learners

Q.   Have you ever heard about human rights?
A.   *Yes*

I want each one of you to tell me what you know about human rights.

A.   *Right to education, right to work, right to read, right to education, right to play with friends, right to education, right to play, right to love parents, right to respect a teacher, right to education, right to education, right to be protected, right to tertiary education and right to read.*

Q.   Where did you learn about these rights?
A.   *We were briefed by our parents.*
A.   *We read about human rights.*

Q.   From which books?
A.   *Social Studies Books.*

Q.   Who is a child?
A.   *A child is an infant.*
A.   *A child is a baby.*

Appendix 3

Table showing elected prefects in the school and the developed terms of references

Serial No.	Committee Prefects	Sex	Class
1	Sports Prefect	Female	8
	Deputy	Male	8
2	Condolence Prefect	Male	8
	Deputy	Female	8
3	Environment/ Sanitation Prefect	Male	8
	Deputy	Female	7
4	Entertainment Prefect	Female	8
	Deputy	Male	7
5	Examination Prefect	Male	5
	Deputy	Female	7
6	Overall Prefects for Clubs	Female	7
	Deputy	Male	6
7	Human Rights Prefect	Female	7
	Deputy	Male	8

The Terms of References for the Prefects in the Committees

Sports Committee
The Prefects should:

(a) Look after the school teams.
(b) Choose venue for sports and ensure that teams are meeting on agreed days and time.
(c) Encourage learners to participate in sporting activities.
(d) Ensure that the sporting field are available and in good shape.
(e) Ensure that sports kit and accessories are available.
(f) Ensure that there are equal opportunities for both girls and boys.

Condolence Committee
The Prefects should:

(a) Give hope and faith to the sick.
(b) Organize something for the needy.

(c) Organize other learners and teachers to represent the school when one is bereaved.
(d) Visit sick learners and teachers.
(e) Assist teachers collect money for condolence.
(f) Inform the school about funerals should there be any.

Environment/Sanitation Committee
The Prefects should:

(a) Ensure that the school surroundings are clean.
(b) Ensure that they are waste bins at the school.
(c) Ensure that the toilets are clean.
(d) Ensure school uniforms for learners are in good condition.
(e) Ensure that boys tack in their shirts and hairs are combed for all learners.
(f) Ensure that learners are punctual to work on the school surroundings.

Entertainment Committee
The Prefects should:

(a) Encourage learners to participate in some activities such as drama, poetry etc. instead of practicing bad behaviour.
(b) Liaise with the responsible teacher about the venue for entertainment.
(c) Not be shy.
(d) Organize fundraising activities to give the less privileged learners.
(e) Ensure that there are costumes and equipment for the activity being undertaken.
(f) Ensure that learners participate in entertainment activities.

Examination Committee
The Prefects should:

(a) Ensure that every learner has paid examination fees and has written the exams.
(b) Ensure that the organization which is entrusted with printing of examination papers is trustworthy and reliable.
(c) Ensure that every learner is in the right class.
(d) Ensure close liaison with the teachers in every aspect.
(e) Ensure that the examination calendar is known to all learners and in good time.
(f) Discourage cheating in examination.

Overall for Clubs
The Prefects should:

(a) Ensure that there are information materials at the school of activities taking place at the school.
(b) Ensure that learners join and participate in different clubs available at the school.
(c) Ensure that clubs are carrying out the tasks required of them.
(d) Ensure teachers attendance at the clubs.
(e) Ensure that clubs are meeting on agreed days and times.

Human Rights Committee
The Prefects should:

(a) Ensure that everyone is treated equally.
(b) Ensure that the human rights principles are followed.
(c) Ensure that members are meeting as agreed.
(d) Educate others on child rights and responsibilities.
(e) Liaise with human rights organizations to education the school on issues of human rights and provision of information materials on child rights.

Dedications

Batch 13, Malawi Team is dedicating this report to the Child Learner who has no chance to contribute on decisions made for and about her/him. This Learner cannot take part in decision making, **not because is incapable but rather, society has constructed that this child should only be seen and not heard.**

Acknowledgements

SIERRA LEONE

Educating parents on parental responsibilities

Ophelia Morrison

1. Frame of Reference

Sierra Leone, a small country in West Africa has experienced one of the most brutal rebel wars between 1991 and 2001. The war has ended and we can breathe peace at last. During the war many children were combatant while others were orphaned, a good no were displaced and schooling was erupted. The scenario was one in which structures were brought down, values and morals demeaned, leading to a state in which children were denied of child hood. In its quest for rehabilitation the foundation for various structures were laid – one of the most important was the Convention of the Right of the Child, since according to the 2004 census 48 % (2.7 million) of the population of Sierra Leone are children (under 18 years).
Sierra Leone ratified the Convention on the Rights of the Child, and its two optional protocols and the African Charter on the Rights and Welfare of the Child respectively in 1990, 2001 and 2002. In order for the country to domesticate these international instruments, it had to design its own laws in line with the international instruments and the situation in the country.

The Child Right act of Sierra Leone was enacted into law on the 7th June 2007. This bill before it passage went through so many processes. The first reading of the bill in Parliament took place on 15th December 2006 and the second reading on 22nd march 2007. A consensus was reached that the bill be submitted to the Legislative and Human Rights committees for review and adaptation after which it was presented for public hearing on 23rd and 24th April 2007. The final comments were revised accordingly and the bill presented for the third hearing on 17th May 2007. The CRC in vey general terms can be summarized into Provision, Protection and Participation with regards to the best interest of the child.

Since May 2010 Sierra Leone has participate in this international training programme. We are quite new and being the second country batch, we now see the need to set the foundation on which subsequent batches will build upon. If it is better to "make a child, then to repair one", then it is the responsibility of parents to make and repair children in a relevant setting.

Therefore our focus is on parental responsibility. We have chosen article 18 in the convention of the Rights of the Child:

States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians
in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.
States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

2. Purpose

Our aim is to educate the parents on the importance of the P′s, protection, provision and participation through the article 18 in the Convention of the Rights of the Child. Article 18 makes a clear statement supporting the primacy of parents; although elsewhere the Convention recognizes that family structures vary and that children's wider family, tribe, community or culture can play an important role in the child's upbringing.

"Responsibility for guaranteeing children the necessary protection lies with the family, society and the State. Although the Covenant does not indicate how such responsibility is to be apportioned, it is primarily incumbent on the family, which is interpreted broadly to include all persons composing it in the society of the State Party concerned, and particularly on the parents, to create conditions to promote the harmonious development of the child's personality and his enjoyment of the rights recognized in the Covenant. However, since it is quite common for the father and mother to be gainfully employed outside the home, reports by States Parties should indicate how society, social institutions and the State are discharging their responsibility to assist the family in ensuring the protection of the child." (Human Rights Committee, General Comment No. 17, 1989, HRI/ GEN/1/Rev.8, § 6, p. 184)

What we would like to be changed is the behavior and the attitudes, we like to see some "real mothers and fathers" and a quality change in behavior in joint parenting. We would like our parents to show positive values that promote schooling in the society; therefore we need our parents to internalize expectations on parental responsibilities.

Our target area is Annie Walsh Memorial School (AWMS), and the target group is parents and teenagers. AWMS is located at the East End of Freetown, the capital of Sierra Leone. East End is an area of overpopulation, many children do not attend schools and they live around the markets and spend their days there. The main activities for the children are selling and making small business. Since both parents and children are involved in street trading, there is little or no time for parenting. This project is a pilot project. Mrs. Ophelia Morrison is the principal of AWMS and Mrs. Fatima M´beteh is a lecturer and a Child Protection officer residing in the East of End of Freetown.

3. Activities and Results

In Sweden, the team came up with a project plan to embark on activities supporting both short and long terms objectives. It was also the team's vision that the driving force to achieve these objectives should be the results of discussions with the target groups.
It is worth noting that, though two target groups were identified viz:

a. Direct target group – the parents
b. Indirect target group – the pupils.

Activities were also carried out with other groups which we have simply labeled OTHERS.

ACTIVITIES CARRIED OUT IN CHRONOLOGICAL ORDER

NOVEMBER, 2010
According to the Project Plan, educating Board members on the Convention of the Rights of the Child should have taken place.
The activities, however, took place in December, 2010 as according to the school calendar of events, Board meetings are traditionally held in the month of December.

ACTIVITY I:

AIM:
To obtain permission for the implementation of Project.

A school Board meeting was convened on Monday 6th December, 2010. The Principal's trip to Sweden was an item on the Agenda. Attached to the School Board meeting invitation letter were:
- A concise report on the trip to Sweden
- A copy of the Project Plan

See:
- ✓ Appendix A: Invitation letter to the Board meeting;
- ✓ Appendix B: Report on the trip to Sweden
- ✓ Appendix C: Project Plan

RESULTS:
The Chairman of the School Board granted permission for the implementation of the Project.

ACTIVITY II

AIM:
To find out the depth of knowledge of the CRC among members of the Board.
Members of the Board were interviewed on CRC and Article 18 of the CRC.

INSTRUMENT:

- ✓ Questionnaire

See Appendix D: Questionnaire administered to Board members and Parents
Results:
Members of the School Board had heard about the Rights of the Child but not anything detailed which may have been as a result of a training programme.
They also had some knowledge on the responsibilities of parenting from their traditional perception of the Rights of the Child.

ACTIVITY III

AIM:
To find out the depth of knowledge of the CRC among parents of the Annie Walsh Memorial School (AWMS), during a P.T.A meeting.

INSTRUMENTS:
- ✓ Verbal and theoretical questionnaires
- ✓ Group discussions

See: Appendix D: Questionnaire administered to Board members and Parents.

Parents were verbally questioned about the CRC and on the CRC Article 18 before and after the P.T.A meeting.

Open discussions were also held to sensitize and raise the awareness of parents on the roles and responsibilities of the parents in line with the Rights of the Child. Issues on the three Ps and "the best interest of the Child" were emphasized. The discussions became debatable when issues on tradition and culture tend to contradict their lessons learnt.

RESULTS

Some of the opinions of parents before the meeting were as follows:

- ❖ Children must be seen and not heard;
- ❖ Provision of all the needs of a Child leads to pampering and indulgence;
- ❖ It is more profitable to educate a boy than a girl in that a girl's final place is in the kitchen;
- ❖ Decision-making on all spheres of life should be left in the hands of males.

Some of the opinions of parents after the meeting were as follows:

- ❖ Children should not only be seen and heard in the home, but, they must be allowed to participate in activities in and out of the home;
- ❖ It is the responsibility of the parents to provide for and protect their children. The role of children as income generators through street trading and Child Labour is wrong and should be ceased forthwith;
- ❖ The view of "you educate a girl-child, you educate a nation" was well deliberated on;
- ❖ Girls must be allowed to make informed decisions.

By the end of the meeting, parents came up with thought-provoking questions in line with best interest of the Child.

ACTIVITY IV

AIM:
To promote the acceptance and internalization of the expectations of Parental responsibilities among the parents.

INSTRUMENT:
- ✓ Dramatization

DRAMA No. 1:
A drama group "Tabule" Theatre was in attendance at one of the meetings to dramatize the expectations of parents in relation to the Rights of the Child.

RESULT:
The messages were excellently passed across as it was done in the local language. Feedback from parents was obtained in the form of a very pro-active questions and answer session following the drama. However, reservations on issues that contradicted culture and traditions observed. Two examples are:

- If the Bible, which is God's word reads, "You spare the rod you spoil the child", who are you to say it is wrong to implement corporal punishment.
- Secondly, traditionally, it is interpreted as rudeness for children to speak when in the midst of elders. How can this new doctrine speak of children to be participating in discussions and decision making in and out of the home?

DRAMA No. 2
During the annual School Speech Day and Prize-Giving Ceremony, the pupils also dramatized the expectations of parents in relations to the Rights of the Child and also presented a debate to an audience of almost over 2,000 people. The title of the debate was – The Parent or the State, who is responsible for the Child?

RESULTS:
This was one of the most successful activities especially being one that targeted parents, pupils, stakeholders and the community.
Parents and pupils were seen to have accepted and internalized expectations on parental responsibilities in line with the Rights of the Child.
It was at this stage that the School received a lot of signals in changes of the behavior of parents. For example, the interest shown in the Child's school work improved greatly as the number of visits paid to the school increased immensely.
Parents also showed positive values that promote schooling in the society; for example, the Guidance and Counseling Unit and the administration received an increase in the number of phone calls in either commending the lessons learnt or asking for clarifications on particular issue in dealing with their children. Another remarkable incident was when the parents of a child visited my home in seeking advice on how to handle pressure from the extended family on the issue of FGM (Female Genital Mutilation) in connection with their eldest daughter – a pupil of the Annie Walsh Memorial School.

MARCH 2011 – MAY 2011

ACTIVITY V

AIM:
To promote the acceptance and internalization of the expectations on parental responsibilities among pupils.

INSTRUMENTS
- ✓ Debates and Quiz Competitions

Debates and quiz competitions between pupils of the Annie Walsh Memorial School and other schools were organized. Issues deliberated on were base on the CRC and Article 18 of the CRC. Prizes for best debaters and quiz competitors were awarded.

RESULTS

Indeed, "reward sweetens labour". Pupils were not only excited but also saw the need to become grounded in this emergent issue – the Rights of the Child.

The fact that both parents and pupils were now knowledgeable on the subject:

i. Improved the self esteem of both pupils and parents;
ii. Opened the communication line between parents and pupils (especially in Islamic homes); and
iii. Initiated dialogue on positive values that promote schooling in the home.

INSTRUMENT:
- ✓ Verbal interviews during home visits.

Visits were made to some of the homes.

During such visits, further interviews were conducted. Since these were conducted and in their local languages, the atmosphere, during the session, was informal and friendly.

RESULTS

There was a clear indication that dialogue or positive values that promote schooling had commenced in the home.

In quite a number of the homes, the Child and Parent had become outspoken on school matters. However, it is worth noting that all the parents whom we met and spoke to in the homes were mothers.

SEPTEMBER 2011 – DECEMBER 2011

ACTIVITY VI

AIM:

To reinforce the knowledge already gained from the CRC and Article 18 on the Rights of the Child.

Instruments:

- ✓ Fliers and
- ✓ Posters

To reinforce the knowledge already gained from the above activities, fliers were distributed to both parents and pupils, and posters were put up on strategic points in the school, displaying core messages on the topic.

4. Discussion and Reflection

The Project is a pilot project and as such, we feel very proud to be regarded as pioneers in Sierra Leone. It has been a great success to involve drama and debates as instruments of sensitization. These instruments made the message simple and easy to understand. We are proud of the results, especially the improved self-esteem and the open communication line between parents and pupils. The cooperation between us, the Principal, Mrs. Ophelia Morrison and the Child Protection Officer, Mrs. Fatima Mbeteh has been cordial and amicable. We now consider the "Girl-Child" both at home and in school.

Amongst various emergent issues impacting the Sierra Leone community, the Rights of the Child is the most recent. Also, Sierra Leone is going through a period of consolidating its peace; hence the implementation of such a project is like breaking fallow grounds.

In fact, one important reason for the success of the project is that the target groups considered all members of the community, viz – the Parents, the Child, the Teacher and other stakeholders in the field of education.

We must also not erode the fact that the school, being located in an over-populated area where street trading is the order of the day, the impact on the said issues addresses the problem of child abuse in the context of the home and the school.

Like any other project, the implementation of this project had its challenges:

All the parents we worked with were mothers; the fathers were harder to react. This demonstrates a gender trend in parenting.

Another challenge is language barrier. During the home visits, we conducted our interviews in the local languages and hence these sessions were informal and friendly. PTA meetings are held in school. They are however conducted in English (a set rule of the school). There are a lot of parents who do not and cannot express themselves in English. The atmosphere is thus very formal.

5. Way Forward

The project is in its pilot stage, much has to be done especially in building on this foundation already laid.

To create an impact in and within the Freetown Society, other schools must be involved. Preliminary work in achieving the above is already in progress. During our mentor's visit, we met with the executive members of the umbrella organization of Conference of Principal of Secondary Schools (CPSS). Principals are responsible adults and will successfully serve as a pool of changed agents. Our experience sharing was very thrilling. Here are some of their comments during the meeting with Lena:

"The visit and meeting is very timely and rewarding. We hope we will continue to have such experience sharing exercise.
Sylvester Meheny
Chairman, CPSS, Freetown

"The meeting is very timely and informative; we have been exposed to new ideas which we find very interesting and relevant to our pupils"
Sylvia Scott
Vice Chairman, CPSS, Freetown

"Very important meeting for us Principals and our pupils. It should continue after this session for other Principals to be included for improved awareness on the Rights of a Child"
Salematu Koroma
Treasurer, CPSS, Freetown.

"This is a very important meeting and I hope the other school authorities should be fully involved to help improve the ideals in our country"
Samuel Sawyer
Social Secretary, CPSS, Freetown

The CPSS meets regularly and Mrs. Ophelia Morrison is a member.

Our second most target groups are the pupils. Our mentor, Lena, also met with over 120 school prefects/student council members from twelve different secondary schools, during which they expressed their passion for knowledge on CRC. It was another thrilling period of experience sharing. We cannot allow this passion for knowledge on CRC expressed by both principals and pupils to go unsatisfied.

We are also happy about the constant support we received from the Annie Walsh Memorial School (AWMS), SSS. Our meetings created an open and outspoken atmosphere and parents have demonstrated their willingness to change.
Finally, we are kindly suggesting that subsequent batches work on a similar project so that we can extend this network after which (say five years) significant fraction of school would all be building on the same foundation – what a successful achievement it will be!!!

Appendix A

Annie Walsh Memorial School

The Principal - (SSS)
(Founded 1849)

P.O. Box 21
Freetown
Sierra Leone
Tel: 222277

25th November, 2010.

Dear Sir/ Madam,

INVITATION TO ATTEND BOARD MEETING

You are invited to a Board of Governors' meeting at the AWMS on Monday 6th December 2010 at 4:00 pm.

AGENDA

1. Prayers
2. Welcome address
3. Minutes
4. Matters arising from the minutes
5. Interview: Vice Principal(SSS)
6. (a) End of year school report
   (b) Calendar of events – Michaelmas Term 2010/2011
   (c) School roll – 2010/2011 school year
   (d) BECE & WASSCE result analysis
   ✓ JSS
   ✓ SSS
7. Retirement:
   A. Principal JSS
   a) Appointment of Acting Principal and Vice Principal
   b) Handing over notes
   I. School
   II. Parent Accounts
   c) Farewell plans

   B. Mr. J.M.O. Sesay (Head of Social Studies Dept- SSS)
8. Disappearance of school Bursar (SSS)
9. Non – payment of new teachers' salary
10. Illness of secretary (SSS)
11. Principal's (SSS) report on trip to Sweden
12. Recommendations for the position of senior teacher
   ✓ JSS
   ✓ SSS
13. Project
   ✓ expansion of toilet facilities JSS
   ✓ Technical Drawing room   SSS
   ✓ Vice Principal's office   SSS
   ✓ Separate library   SSS
14. AOB
15. CLOSING

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All documents will be forwarded to you against Wednesday December 1, 2010

Thank you very much.

Yours Faithfully

Ophelia Morrison (Mrs.)
Principal (SSS) / Secretary to the Board

THE PRINCIPAL
Annie Walsh Memorial School
P. O. Box 21, Tel 2 2 2 2 7 7
Freetown, Sierra Leone.

25.11.10

Appendix B

REPORT ON THE PRINCIPAL'S (SSS) TRAINING

PROGRAMME IN SWEDEN

The Principal of the Senior Secondary School, Mrs. Ophelia Morrison left Sierra Leone on Friday 17th September, 2010 and arrived in Sweden on Saturday September 18 to pursue a four-week training course in "Child Rights, Classroom and School Management. The programme was conducted in Lund University, Lund, Sweden.

The training programme consists of five phases:

Phase	Course structure	venue
One	Preparatory work	Student's home country
Two	Four week intensive tutorial and practical work	Sweden
Three	Project work	Student's home country
Four	Progress Workshop	China
Five	Implementing project	Student's home country

PROGRAMME OBJECTIVES

To improve participating countries' capacity to offer and ensure everyone's rights to relevant and quality education, an education that is safe and secure, inclusive students centred, democratic and problem solving and that create opportunities for all, regardless of background, to participate in community life as active citizens.

Having performed excellently in phases one and two, I was awarded an International Certificate in "Advanced Training in Child Rights, Classroom and School Management". Presently, I await the approval of the Board of Governors of the school, to commence phase three – Project Work. The title of my project is "Educating parents on parental responsibilities" (Convention of the Rights of the Child – Article 18) at the Annie Walsh Memorial School (SSS).

GOALS

The goals of the training programme are for the participants to gain:

- Increased knowledge and understanding of the CRC.
- Increased knowledge and understanding of the Education for All (EFA) and MDGs targets, relevant international concepts such as child-friendly schools, inclusive education and education for democracy and human rights (EDHR) and other relevant international instruments.

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- Increased knowledge and understanding of experiences, methods and tools for organizational change in general, and right-based (participation, inclusive and transparent) and democratic methods and tool for change in particular.

- Knowledge and understanding of Swedish and other international methods of 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.

COURSE CONTENTS

The rights to, in and through education were the guiding principles in the programme. The whole training programme had a child rights-based approach. The following topics were included in the programme.

- Policy documents and laws in the subjects area related to human rights – CRC, Education for All (EFA) and other internationally agreed instructions of central 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, 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 behavior and 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.

In concluding, I wish to register my sincere thanks and appreciations to:

➢ The Ministry of Education, Youths and Sports for recommending me to participate in the Programme;

➢ SIDA for funding the programme;

➢ The Lund University Commissioned Education for selecting and securing my position as a participant;

➢ My teachers for the wealth of knowledge, skills, values, attitudes and behavior acquired during phase II in Sweden;

➢ My mentor, Lena, for her ocean of love, accommodation, understanding and supervision of my project plan;

➢ The Board of Governors for granting me permission to embark on the course;

➢ Colleague participants for their experience sharing and the joy of working together as Batch 13;

➢ And finally, to my family, for their support in making a wife's/mother's dream come true.

……………………………………..
 Ophelia Morrison (Mrs.)

Appendix C

Project Plan – Child Rights, Classroom and School Management

Project Title: EDUCATING PARENTS ON PARENTAL RESPONSIBILITIES(PILOT SCHOOL)				Project duration: SIX MONTHS		
Purpose (aim):TO EDUCATE PARENTS ON C. R. C. ARTICLE 18						
Activities		**Outputs** (short-term results)	**Outcomes** (medium-term results)	**Monitoring Tools**		**Time**
1. Lay foundation work on CRC especially on article 18 among school board members.	Results	Educating board members on CRC article 18	Developing positive changes to wards CRC article 18	Interview Board members on CRC article 18 before and after Board meetings		November 2010
	Indicators	Hold Board meeting with contents on CRC article 18	Permission granted to conduct project	Output	Outcome	
2. Organising P T A meetings. Contents of meetings on CRC article 18	Results	Changes shown towards being a real mother /father	A qualitative change in behavior in joint parenting	Find out parents opinion before and after meetings		January To February 2011
	Indicators	Changes in parents *Send child to school *Interest shown in child's school work *Visit child's school	Changes in child *Child shows willingness to go to school *Prepares in good time for school *Open dialogue on school issues with parents	Output	Output	
3. Discussion and drama on CRC article 18 *Organise debate in schools for pupils	Results	*Parents and child become aware of expectations of parental responsibilities * parents show positive values that promote schooling in the society	*Parents and child internalize expectations on parental responsibilities *Parents show acceptance of parental responsibilities	Visit home to note observable changes • Organise quiz for which awards will be rewarded		February To April

Project Plan – Child Rights, Classroom and School Management

			Output	Output	
Indicators	*Child develops improved self esteem * Parents make efforts to provide for the child schooling *Parents make increased number of visits to school *Dialogue on positive values that promote schooling begins in the home	*Open communication line between parents and child *Parents acceptance of parental responsibility *Child becomes out spoken on school matters *Performance of child in school improves	Output	Output	

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QUESTIONNAIRE FOR MEMBERS OF THE BOARD OF GOVERNORS AND PARENTS (20)

Please respond to the following questions as candidly and accurately as possible. Tick in the box the desired option.

1. Name of person: …………………………………………………………………………………………..

2. Sex ☐ Male ☐ Female

3. Education ☐ Certificate ☐ Diploma
   ☐ Bachelor ☐ Masters ☐ PhD
   ☐ Any other (please specify).

4. How long have you served in the school Board? ☐ 1-3 years
   ☐ 3-5 years ☐ 5-10 years ☐ above 10 years.

5. Have you ever heard about the Rights of a child? ☐ Yes ☐ No
   ☐ Can't remember.

6. If YES, when? ☐ 1 year ago ☐ 2-3 years ago ☐ 3-5 years ago.

7. Origin of information ☐ Child ☐ Workmate ☐ Media
   ☐ Can't remember.

8. Do you know the parental responsibilities in line with the Rights of the Child?
   ☐ Yes ☐ No

9. If YES, state the origin of information ☐ Child ☐ Workmates
   ☐ Media ☐ other family members ☐ Customs and traditions
   ☐ Can't remember

10. Have you ever come across the CRC Article 18? ☐ Yes ☐ No

11. If YES, state the origin of information ☐ Child ☐ Workmates
    ☐ Media ☐ Other family members ☐ Can't remember
    ☐ Others (please specify)

12. Rate your knowledge on the CRC Article 18 ☐ Poor ☐ Average
    ☐ Good ☐ Very good

13. Would you love to be fully informed on the CRC Article 18? Yes ☐ No ☐

QUESTIONNAIRE FOR PUPILS (20)
Please respond to the following. Tick in the box the desired option

1. Name of Pupil:………………………………………………………………………………………………….

2. ☐Age: 14 -15   ☐16-17   ☐18-19   ☐20 and above

3. Class   ☐SSS 1   ☐SSS 2   ☐SSS 3

4. How long have you been in the school? ☐1 year   ☐2 years
    ☐3 years   ☐more than 3 years

5. Have you ever heard about the Rights of a child?   ☐ Yes   ☐ No
    ☐Can't remember.

6. If YES, when?   ☐1 year ago   ☐2-3 years ago   ☐3-5 years ago.

7. Origin of information   ☐Child   ☐Classmates   ☐Media
    ☐Can't remember.

8. Do you know the parental responsibilities in line with the Rights of the Child?
    ☐Yes   ☐No

9. If YES, state the origin of information   ☐ Child   ☐ Classmates
    ☐Media   ☐other family members   ☐Customs and traditions
    ☐Can't remember

10. Have you ever come across the CRC Article 18?   ☐ Yes   ☐ No

11. If YES, state the origin of information   ☐Child   ☐ Classmates
    ☐Media   ☐Other family members   ☐ Can't remember
    ☐Others (please specify)

12. Rate your knowledge on the CRC Article 18   ☐Poor   ☐Average
    ☐Good   ☐Very good

13. Would you love to be fully informed on the CRC Article 18?   ☐Yes
    ☐No

SOUTH AFRICA

Changing of Attitudes and Infusion of CRC in Policies of Mabatho Intermediate School Community

Sikhalo Sifiso Malinga, Tebello Patrick Thokwayo and Matshediso Janette Mtimkulu

1. Frame of Reference

Based on the UN Convention on the Rights of the Child (CRC) of November 1989, in which South Africa ratified in subsequent years, the birth of a new country through democratically held election (27 April 1994) brought about the development of a new Constitution in 1996. Chapter 2 of the Constitution Act 108 of 1996 (Bill of Rights) protects the rights of every citizen including the child as a human being. The South African Schools Act 84 of 1996 gives provision for the protection of learners and the provision of quality in education.

The situation in most South African schools is not in line with the CRC principles on the 3 P: s: participation, provision and protection. The Free State Province with all 5 districts particularly Fezile Dabi District in which Mabatho Intermediate is located has managed to implement the following programs:

a. Operation Hlasela (overall development of the community)

b. National Nutrition School Program (free hot meals for every child at school)

c. Hostel project (accommodation for learners from farm schools that were closed because of many different reasons)

d. Learner transport (for learners traveling more than 5 km to and from school)

    e.   Food parcels for vulnerable children (orphaned children and child headed families)

    f.   School beautification (improvement of school buildings and surroundings)

Free State province is the only province in the country which has established a sub-directorate that is responsible for Values in Education. The main responsibility of this sub-directorate (unit) is the promotion and protection of human rights, promotion of all aspects of social cohesion in schools and also to promote and educate learners, parents, educators and officials about the importance of South Africa's national symbols. Our province, Free State has five districts and the district (Fezile Dabi) has two officials responsible for 259 schools that include Mabatho Intermediate School (school from grade 1 to grade 9). Despite the availability of legislation and resources in regards to the promotion of the 3 P: s in schools, the Mabatho school community has shown negative attitudes towards areas of their responsibilities. Educators, parents and departmental officials have in a way compromised on the rights of the children in Mabatho.

Mabatho is an Intermediate school in the township of Tumahole in Parys. The school starts from grade 1 and goes up to grade 9. The school started in 1951 and has gone over a period of changes. In 2006, Mabatho merged with another school (Diopelwa Primary). This caused many challenges: staff having to work together, values and attitudes from two schools had to be adjusted and there was a long period of time without a permanent principal. The new school (merged) had to move to another school (Phehellang Secondary) to share the building. Reasons for this move were firstly, the school was in an old part of the township which led to numbers declining. Secondly, Phehellang is a big school in the center of the township and with unoccupied classes so to avoid vandalism, the Department of Education moved Mabatho to those classes. In 2009 Me Mtimkulu (team member) was appointed as the new principal. In 2010 the school had a roll of 456 learners and 22 educators. The school shares the same building with Phehellang Secondary (the owners of the

building) which is a high school starting from grade 8 to and goes up to grade 12. Learners from this high school have free access to classes occupied by Mabatho because there is no fencing to separate the two schools. It is clear that the new principal had a number of challenges on her hands which also included an ageing staff. Most of them had been there from a long time and were negative to any changes, worse with a young and new principal.

2. Purpose

To promote a conducive teaching and learning environment for the enhancement of educator and learner performance at Mabatho Intermediate and surrounding schools in Fezile Dabi district, Free State Province through changes of attitudes and infusion of CRC in school policies.

3. Methodology

3.1 Introduction

The project focused on the changing of attitudes and values. An attitude-centered approach was employed as one strategy in order to attain the main aim of promoting a conducive learning and teaching environment. To achieve some measure of success we felt that we would need meetings and workshops. The situation that prevailed was as a result of individual attitudes of stakeholders towards each other and the schools' functions. The failure or success of our change work was based on four core principles: (1. non-discrimination; 2. the best interest of the child; 3. the right to life, survival and development; 4. respect for the views of the child) as espoused by the Convention on the Rights of the Child. The combination of top down and bottom up approaches was expected to create a quality culture that would help to improve working relations of different parties involved with the Mabatho Intermediate School.

3.2 Meetings with Officials

There were two meetings held with the Officials from the department of Education concerning the project for change at Mabatho Intermediate School as from October 2010.

> S'fiso presented a report at the strategic planning meeting for the Directorate: Values in Education and SYRAC held at the Aldam Resort in October 2010. At the plenary session, the Child Rights program was therefore infused as part of the Operational Plan for 2011/12 financial and academic year. This would mean that if we were to run a workshop for either learners or educators, we would be able to get funding from the department.

> At the district a meeting was held between Patrick, Me Mabote, the District Director Fezile Dabi and the district management team (on CRC. This meeting was to give a report back from Sweden and to lobby support from the District Management. The meeting was successful because at the end, senior officials in the district were identified and mandated on behalf of the District Director to attend a meeting for the launching of the change project in Mabatho.

3.3 Meeting with Educators

There are three meetings organized with the Educators for the project for change at Mabatho.

- The first meeting was held on the 07th November 2010 with Educators from Mabatho, the district, Team South Africa (Janet, Patrick and S'fiso), the purpose was to launch the change project, to provide feedback from Swedish experiences and background on Child Rights Convention. The meeting agreed on a follow up meeting to be held with the teaching staff of both Mabatho Intermediate and Phehellang Secondary Schools because they share premises (school yard)

- The second meeting (follow up) was then held on the 11 March 2011. At this meeting the following were discussed:

1. Background on CRC and the implications for South African schools.
2. How do the 3Ps as espoused by CRC affect what educators should do in classrooms?
3. How does every educator feature to the aspirations of the Convention, focusing in the best interest of the child?

At the end of this meeting with educators they agreed to do the following tasks that were agreed upon:

1. Take 3 school Policies (Own choice)

2. Discuss the above Policies and whether they address the 3Ps.

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3. How can CRC and its 3 P: s be infused in the above chosen policies.

The third meeting held on the 16 May 2011 was to receive a feedback on which policies were studied. At the meeting the team observed that the exercise might not be fruitful because of the tense environment felt. The meeting was therefore changed to accord educators an opportunity to share experiences that were either positive or frustrating. During the meeting the following challenges facing Educators at Mabatho with discipline of learners were heard:

- ✓ Over age learners/ mixing with young learners influence them on bad behaviour such as disrespect and smoking cigarettes and dagga.

- ✓ Lack of parental involvement especially where there is problem encountered with a learner's bad behaviour at school.

- ✓ No alternatives to punishment that help to improve learners' conduct (Learners tend to enjoy any form of punishment – such as staying outside, cleaning toilets or detention).

- ✓ Parents who are of the same age as educators or who went to school together with the educators that teach their children are sometimes ashamed to come to school.

- ✓ Orphaned learners, child headed families because no one seems to care about what they do or how they behave.

- ✓ Gangsterism, learners are part of gangs in the township and they bring their practices to the school and other learners

- ✓ When learners come from initiation schools, they form gangs that are disruptive in the school

- • Suggested alternatives by the meeting:
- ➢ Form a committee of 4 educators to do home visits for the truant learners at least 2 times a week.

- ➢ Have an intensive workshop with the RCL of the school

- ➢ Attach the school to a Social Worker and Socio-pedagogue from education (Me Moroe) and SAPS (Sergeant Phera)

- ➢ Constant meetings with learners: At least once a month Workshop with educators on Values in Education including Alternatives to Corporal Punishment

- ➢ Involve learners in more activities particularly sports

- ➢ Role modeling by educators

3.4. Meeting with the School Governing Body (SGB)

On the 3rd May a meeting between S'fiso and the SGB members did not take place because of non attendance on the part of SGB except that only two parents who were present for the meeting. As a result this meeting was postponed. The SGB is a committee elected by parents, educators and non-teaching staff. Their main responsibility is to deal with issues of governance. These include among others, drafting and adopting school policies, management of finances and making sure that the environment is conducive to teaching and learning. It was important to make sure that we meet with them because without them our change work would not succeed.

3.5. Workshop with Learning Facilitators

On 6 December 2010 the team organized a Child Rights Workshop for Learning Facilitators (LFs) from the Fezile Dabi District. This workshop did not go on because there was a strategic planning meeting for the District. Some learning facilitators had to attend that meeting. It was also important to meet with them because issues of CRC are covered by some subjects like Life Orientation and Social Sciences.

3.6 Workshop with Learners

Learners are the main target group within the school community as such the article 12 of the CRC is taken into cognizance, to respect the views of the child. It is therefore critical to ensure we also talk to them about CRC and also to make them aware that in most things that are happening in their school, they also need to be involved. We requested the two principals to give us learners from Grades 7-10 and we were given 31 learners i.e. 12 from Phehellang and 19 from Mabatho.

Issues which were discussed with learners were as follows;

1. Children's rights
2. School policies
3. Responsibilities

Questions posed to them were:

- Do you feel accepted in your school? If not why?
- Is your name /identity respected by others at school? Why?
- Are you as learners consulted when decisions are taken at school? Why? How?
- Are you also given enough time to play at school?
- Is corporal punishment still practiced at your school? By who? Why? How?

These learners were divided into 5 groups to discuss openly their responses to the questions. These are their responses clustered:

- Majority of them felt accepted at their schools and felt home.
- Few felt that they were not accepted because they were called names they did not feel comfortable with (Toti,dogs etc.).They strongly disliked the fact that their surnames were being made fun of.
- No consultation on decisions and they were not even aware of some policies.
- Not enough time to play because educators do not have time for them.
- Corporal punishment is still rife.
- Slapping, using a belt, stick on hands and bums, individuals responsible for choir and drama are the culprits.
- Reasons for being punished were among others - noise, late coming (even those staying far), no homework.

After this session, the facilitators stressed the importance of taking responsibility for their own learning. The Bill of responsibilities will be availed for each learner and there will be frequent consultations between educators and learners. They understood that this meeting was just a starting point and there is still a lot to do in order to improve the situation.

The team also had session with learners from Mabatho alone. We only took grade 7 to 9. The main aim was to establish if there had been any change since our last meeting. It was very clear that little had been done by learners themselves and educators to try and deal with challenges raised in our first meeting. My colleague (Mr Denga: Assistant Director, Values in Education) was also present to offer some assistance. We then divided the learners according to classes, each grade separately. What come out from these discussions with learners was that even if there is an RCL(Representative Council of Learners) elected by learners, it was not helping in any way. Instead some members of the RCL are also culprits of ill-discipline. Because we wanted everyone to feel that they are making a positive contribution, we then promised the RCL that we will assist them through workshops to be able to do what they have been elected to do. The duties and responsibilities of an RCL are among others, to assist with discipline, to form a communication link between learners and educators and also to be part of the SGB. It was clear that all these were not happening therefore our workshop and constant interaction was going to be vital.

3.7. Meeting with stakeholders
On the 12th October 2011 the team had a meeting with all stakeholders to discuss the admission policy of Mabatho Intermediate. The stakeholders present were the SGB (School Governing Body), Principals of other schools, Cosatu (Trade Union), Cosas (Learner Representative), Sadtu (Teacher's Union) SAPS and District Officials. The purpose of the meeting was to give all stakeholders the report of our training in Sweden as per our plan which did not materialize earlier and to ask for their inputs in the development of the school's admission policy. In this meeting a brief background on the project was outlined and unions had reservation about the pro-

ject. Unions were very skeptical about giving inputs on the school's policy as this is the competency of the SGB (School Governing Body) and according to the SASA (South African Schools Act), issues of policy development are the responsibility of the SGB.

The team explained that as much as the policy development was the competency of the SGB, this was in line with the Convention on the Rights of the Child and also as part of the project for change which we had initiated after our training in Sweden and also as per the request of the school principal as she was part of the team. The team had a lot of questions from the participants but mostly from the unions. The questions were in relation to the following:

1. The Schools' Act (SASA) put the responsibility of drafting and adopting the school policies!

2. What is the actual role of participants- is it to do the work of Mabatho SGB? What are the legal implications because a policy is legal document?

3. South African constitution does not address certain issues because (according to unions) it was a compromise constitution which does not clearly represent the issues of the majority.

It was then very clear that the team had to thoroughly explain the role of all participants;

- Participants will not be taking the functions of the SGB.
- Because South Africa has ratified the CRC, it then translates to say that our Constitution is in line with international law and therefore the participants will not be contravening any law. The project is part of a bigger team of participants who from batch 11 have gone to Sweden to learn and implement a Change Project (Work) in their respective countries.
- The role of participants in the meeting was to go through Mabatho admission policy and only make inputs. The team together with the school SGB will do the rest. This will include taking the inputs from the participants and then sit with the SGB to assist them to finalize the policy and finally the SGB will take it to the parents for adoption.

3.8 Mentor's visit

On the 27th October 2011 our mentor, Dr Bodil Rasmusson visited our country as part of a support and follow up visit. The four batches i.e. batches 12, 13 (our team), 14 and 15 were scheduled to meet with her in Bloemfontein on 29 and 30 October to give progress reports and to exchange ideas. Only batch 15 was not represented. This was a good exchange of ideas as our change projects are different but have a common denominator, children! So we could find some common ground as to how other teams went on with their work and we could learn from them. Dr Bodil was to stay in Bloemfontein until the 31st October 2011 and then travel to Parys in Fezile Dabi District to meet us from the 1st November to 04th November 2011.

From the 1st to the 3rd of November our mentor met with the District Management Team and other stakeholders. She was also taken on a tour to other schools to introduce the CRC and see the extent to which the country has moved in terms of child rights in education.

The reaction from the District Management Team, school principals, learners, educators and other stakeholders was positive. The educators of Mabatho were skeptical in the beginning of the week but because our mentor is a people's person, it was easy for some educators to speak to her. The mood was tense at the beginning of the meeting with all educators, but became better later. It was a bit relaxed during the cultural celebration held on the last day of her visit. The older educators (Me Nkoe and Me Sephapho)at the school approached the mentor and disclosed their appreciation for her visit. They also thanked her for the visit which has made it possible for the district management team to visit their school as this had never happened before.

As for learners, they were excited throughout the week. They were excited to learn that much of what their educators are doing on daily basis with them was in fact in the spirit of CRC. Their educators teach them, they also get meals and they get an opportunity to play as they showed during the cultural festival which was part of our mentor's farewell celebration. Even through the excitement of the mentor's visit, learners still told her that there were still challenges. They were still being punished using corporal punishment, they were still name called and they still had issues of consultation during decision making. It was clear that we still had a long way to go

as a school, team, district, province and the entire country in trying to instill the spirit of CRC.

Older learners (Mabatho) doing a traditional Tswana Dance during the Cultural festival

4. Results

The Child Rights program is now an integral part of the Operational Plan for 2011/2012 financial and academic year. This we believe will mean that whenever we meet as a sub-directorate, funds will be made available for work on child rights. Dates for workshops and meetings will form part of our year plan. Participation by both learners and educators was so impressive because they were both able to ventilate their frustrations. Some showed keen interest in their school policies even though it is evident that they never participated in the development of such. Given the success of these meetings, we are convinced that we are on the right track. We initially expected resistance but were humbled by the response and cooperation received. We did not to expect to meet with vocal children and union leaders given the circumstances of the school. But their passion and eagerness to have their frustrations was emotionally moving. The CRC in our view is minimally understood. It just that educator, learners, parents and officials are not aware that much of what they are contributing is actually 16 in accordance with CRC. We feel that we need to make the convention as simple and livable/understandable as we can. We saw this when our mentor was here.

But in all this positive spirit articulated above, there are still some serious challenges with regard to understanding of CRC by everybody. If we look at our historical background and our patriarchal system, children were not allowed to actively take part in making decisions. So this generation of adults still need a lot of change of attitudes and accept that we are part of a global movement for the protection of children. When we discussed with educators, parents and stakeholders, it was also clear that they somehow felt that it is because of these rights that our children are

misbehaving and also why we are having these societal challenges. Lack of discipline, crime, teenage pregnancy and gangsterism are (according this generation of adults) a result of talking about rights. Our challenge as a team was also to make them understand what human rights are and also in relation to CRC. Everyone is born with these rights.

We still feel that we have achieved some level of participation from all stakeholders and we have met some of our medium term goals. We still have to work on other policies in the school and also to intensify discussions on the concept of CRC in those schools that we met with our mentor. But our main challenge is still in Mabatho and we plan to continue with this change work.

5. Discussion and Reflections

The results of the success meetings and workshops held are a testimony that the project has achieved some level of awareness.. The team has also learnt that lack of communication between the **educators, learners** and **parents** contributes to the unfavorable environmental conditions of the school. We acknowledge that inadequate participation by parents (as with our first meeting with the SGB) affects both the learners and educators perceptions and attitudes.

Janet has also observed some improvements such as educators and learners are now able to approach her. There is visible support by educators to each other although it is still not satisfactory, but there is confidence enhanced by the new development.

The school does not provide sufficient **protection** for learners because older learners from Phehellang and non-learners have free access to the school premises and thereby bully the little ones from Mabatho. The school yard is a very big one with areas that are not well taken care of. Even if Janet has managed to build netball and basketball courts, it is still not enough. They also have to share those sport fields with learners from Phehellang. We have also suggested that the empty house in the school be occupied for security reasons. The other challenge is that this huge yard has many access points so it is easy for anyone to move from one end to another. Maltreatment and calling of learners names that are degrading and the use of corporal punishment are a testimony that they are not protected from abuse and non-law abiding educators because corporal punishment is illegal in South Africa and it is punishable offence (dismissal). Learners argued that they are not consulted on decisions that were taken about them, they felt excluded and would like to be involved and this indicated that non-participation in decision making such as school's code of conduct for learners accounts to some problems identified by educators The 3Ps of the convention are not satisfactorily adhered to although considered to a particular extent.

When we worked on the project, it was not easy to meet with everyone because either they were at work or unavailable for some reason. This was also applicable to us as a team because S'fiso is in Bloemfontein which is about 400 km from Patrick and Janet. Because S'fiso and Patrick are at the office, whenever they are supposed to travel, somebody must first approve their travelling and sometimes it was a serious challenge. So we could not meet as often as we wanted. Janet as the principal also had so much work to do. The officials from the department would always impose principals with issues ranging from staff allocation, admission of learners, workshops on a variety of management aspects, meetings and not to mention the challenges of running a school on a daily basis. The team has received some inputs from all the stakeholders whom we held meetings or workshops with. We must also say that it was not what we expected. Some were off the mark and others were constructive and helpful. The unions and educators from the school have positively contributed particularly on issues of orphaned learners. The school has a problem of children who want to be admitted without proper documents i.e birth certificates, clinic card and ID photos. So some contributions were in a way giving reprieve to those learners who do not have those documents. All of these inputs will be tabled at the SGB meeting to be held with new SGB for adoption by parents. This has been a serious challenge because as we are now in a phase where all SGB's are out of their term and therefore we are going to be working with new members. We hope that this will not be a problem if some parents from the old SGB are re-elected.

Looking back, we feel that our project was the correct one. Even if we have not achieved all our set objectives, we feel that we have created some level of awareness on CRC. This in our view is great achievement because all schools have an idea what CRC is. The learners from Mabatho were heard, educators also raised their frustration and parents were made aware that their lack of involvement is detrimental to their children. We could have maybe improved on our communication with regard to parents but we believe with this project the situation will improve. We are aware that in any change work, there will always be some form resistance. This may be due to number of reasons: lack of knowledge, fear of change and lack of correct information. We are also aware that we need the simplest method of making the community understand CRC in Mabatho, all Parys schools, all Free State schools and finally all schools in South Africa.

6. Way Forward

Because Mabatho is in Fezile Dabi, Patrick is the one who will have a close and regular contact with Mabatho. The work of the team will continue until all policies have been looked into and everyone has contributed to their review. It is also important to make sure that throughout this process, CRC is carried through. As part of our operational plan, workshops on a variety of issues have been scheduled. These will cover issues like alternatives to corporal punishment, an ideal school, human and child rights and values in education and the society. All these are targeting learners and educators in Fezile Dabi. Even if S'fiso will be involved most of the workshops will be run by Patrick and his colleague Denga. S'fiso will mostly be responsible for the Provincial ones. This shows that the relationship between the different administrative levels in the province is very important and it should be kept. During our sub-directorate meeting we all meet for our work but we also get a chance to share ideas about our projects. The network, which is very good, will achieve a lot of good work only if there are regular formal meetings to update and share with each other. As a province, we really feel that this global network and our own network as a country is a very good support and we will continue the work of CRC. With us as teams, it will be very difficult to say, we are done with the project and we stop: CRC is part of our job description so it means that even 'when the project is finished' we will still have to continue with the change work.

SRI LANKA

Raising Awareness of Child Rights among teenagers on the effective use of modern technology

Nanyana Aberathne, Kothai Nagularajah and Z. Thajudeen

1 Frame of Reference

1.1 Sri Lanka

Sri Lanka is a multi-national multi- ethnic, multi- cultural and multi- lingual country with the population of 20 million which proudly claims free education from kindergarten to university level purely provided by the government as well- fare means which includes free text books, free uniform materials, free mid-day meals, free transport and some cases bursaries to the children. Nevertheless, Sri Lanka has ratified the Convention of the Rights for the Child (CRC) in 1991 to ensure the implementation of Child Rights in broader spectrum. The National Child Protection Authority (NCPA) was established in 1998 by way of an act of parliament as one of the arms to ensure CRC operations in line with UN expectations. The Child Rights Conventions adopted in Sri Lanka focus mainly on provision, protection and participation in both the national and sub-national levels. Provision of education is also considered one of the most important Child Right components that are being linked with other aspect of socio economic conditions. Therefore the government of Sri Lanka has given priority for the provision of education at all levels.

1.2 The Educational system of Sri Lanka

The present educational system of Sri Lanka derives from the British educational system, which was introduced by the British colonial masters in the 19th century. The British colonial government established colleges for boys and girls separately. These colleges consisted of primary schools, lower secondary and higher secondary schools. In 1938 the education in government schools made free of charge as consequence of the Universal Franchise granted in 1931. Subsequently many government

schools called Maha Vidyalayas were
started in all parts of the country. The medium of education of Maha Vidyalaya's
was either sinhala or tamil.

Today primary education lasts six years, after which the pupils sit a scholarship ex-
amination. Those who passed scholarship examination qualify themselves to be ad-
mitted to popular schools and are granted monthly financial support until they pass
out from the university. After primary education there is junior secondary education
which lasts for five years, after which pupils have to sit government examination
namely G.C.E. ordinary level to qualify for senior secondary education which last
another two years. Then comes the competitive university entrance examination
which is called G.C.E. advanced level examination.

Those who are not admitted to the universities can either enter vocational technical
schools or be employed in companies or in government departments as apprentice or
trainees. They can also pursue higher education as external students of traditional
universities or at the Open University of Sri Lanka. It was established in early 1980's
with the idea of conferring degrees and diplomas to the working population who can
do part-time studies by paying tuition fees. Medium of study in schools today is
either sinhala or tamil depending on the native language. The first language and the
mathematics are compulsory subjects. All primary junior secondary pupils get their
schools uniforms and text books free of charge from the government. In the univer-
sities the medium of study of the Medical and engineering faculties are in english
and, in other faculties it can be sinhala, tamil or english depending on the university.
Some universities do have post graduate institute that confer second degrees, for
example Post Graduate Institute of Medicine attached to the University of Colom-
bo. In addition these system lots of private international schools are being intro-
duced to the present day education.

1.3 Taking Child Right seriously

Majority of the parents, principals and teachers have acknowledged that children's
rights are integral to the mission of education. Fernekes has written numerous pieces
on children's rights (1994, 2000, and 2001) including an article called "Why study
children's rights?" (2000). Garcia (1994) calls for human rights in the pluralistic
classroom and Cohen states that: "We have stifled our children - and thus our socie-

ty - for too long. Educators need to reaffirm their commitment to the child and to the vision of the child as the rejuvenating force of the future." (Cohen, 1993: 795). The needs of homeless students are addressed by Gracenin (1994) and by Vissing, Schroepfer and Bloise (1994). Des Dixon goes into some detail regarding children's rights and abuses of those rights, stating that "Children are the most exploited, overworked, and underpaid class in society. Children - not old people or women or any racial group - are the poorest members of society (and) are the last visible minority without human rights." (Des Dixon, 1994: 362). He then describes children's involvement with prostitution, drug dealing, and war as examples of ways in which they are abused. In fact, the gross abuse of children is widespread at national and international levels and includes malnutrition, starvation, child labor, slavery, forced prostitution, and infanticide. A closer examination of these phenomena reveal disturbing patterns: the majority of abused children are female, dark-skinned, and/or poor. Such abuse is particularly horrifying when we consider that children need to be cared for, nurtured and loved. We believe that, like ourselves, most parents regard their children as precious gifts, and that all of us from individual citizens to national governments should be concerned about all children. Teachers and parents can play a role in publicizing and reducing such abuses if they are adequately informed about them. A number of teachers have focused upon the need to make education more relevant to students and to have it promote justice, equity, citizenship and social responsibility (Cohen, 1993). The 25th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes toward the Public Schools reported that 91% of respondents rated as "Very High" or "High" an item which calls for the knowledge and skills "to exercise the rights and responsibilities of citizenship" (Elam, Rose & Gallup, 1993). How should teachers and parents respond to the shocking and overwhelming abuses of children's rights which occur in our nation and throughout the globe? First of all, regardless of where our students were born, we have the ethical obligation to educate all of them to the best of our ability (Children's Defense Fund, 2002; Fernekes, 1999).

2. Purpose

2.1 CRC and information technology
Although both education and CRC implementations are considered as priority programme of the government of Sri Lanka, still there are a number of CRC related issues dilemmas and problems that are can be highlighted in many ways particularly in the field of education and especially in schools. Information and communication technology (ICT) has become part and parcel in teaching and learning process in all education institutions. Furthermore advance technology also has some own impact when it comes to CRC operations in the provision of school education. As ICT has been considered one of the core subjects as well as cross cutting subject in the school curriculum the students are widely encouraged to use the internet for their learning purposes. It can see the school going children especially at their teenage learn to use

internet with keen interest for their academic purposes which sometimes leads to some ill- effects such as sexy photos; SMS-bullying, bad use of Face book etc. These actions became a dilemma in the society as a whole specially in schools where grown – up teenage children are studying. Therefore batch 13 Sri Lanka team members selected this title for its change project: *Raising awareness of Child Rights among teenagers on the effective use of Modern Technology.*

The change project will mainly focus on participation and address the following logical dilemmas to show how vulnerable teenagers are both at home and in schools: Modern technology has its own ill effect in the given context of the society. Teenagers become the victims from the ill effect of the IT. The school itself cannot protect the teenagers from the ill effect of IT.

This is a poster designed by the National Child Protection Authority of Sri Lanka which   inform about impact of Modern Technology.

2.2 The Change project

The Change Agents realized the project for change on effective use of modern technology (ICT) in the Sri Lanka schools targeting teenagers needs to promote the CRC concepts effectively. The teachers and the parents are the main players in the context of education. The change project was conducted in two project schools, Ramanathan Hindu Vidyalayain Colombo and Sheetha Devi Balika Vidyalaya in Kandy. Kothai Nagularajah is the principal of Ramanathan Hindu Vidyalaya and Mrs. Nanyana Aberathne is a teacher at Sheetha Devi Balika Vidyalaya , both schools are girls schools.

The aim of our project was:

- to raise awareness on Child Right Convention in a Sri Lankan context
- to integrate 'Child Rights" into the ICT teaching and learning in schools
- to sensitize teenagers not to become vulnerable when using modern technology
- to sensitize parents on the Child Right Convention and the impact on ICT
- to promote Child Rights Promotion activities continuously in the schools

2.3 Why teachers, parents and student leaders become Change Agents?

Teaching at its core is a moral profession, many teachers interact with students' personal issues and vulnerabilities, as well as social pressure and values, to engender a sense of frustration and force a reassessment of possibilities. Both parents, teachers and student leaders can lead change processes because they are:

- Resource providers
- Instructional specialists
- Learning facilitators
- Mentors
- Leaders
- Data Coach
- Catalyst for Change
- Members of the society

3 Methodology/Activities

3.1 Access to the arena: Preliminary survey on child right understanding

The study aims to examine teenager's attitudes, skills and knowledge on child rights and their suggestions to overcome issues pertaining to protecting child rights within the classroom when learning ICT. In order to understand the level of interest of the teenagers and their communication practices to minimize child rights violation within the classroom, the study was conducted in the two project schools.

3.2 The questionnaire

A well structured questionnaire was introduced to teenagers of the project schools. The questionnaire developed was pre-tested with a sample and was used for collecting further information. 86 trainee students out of 102 students of the upper secondary school children were interviewed with the questionnaire within a day. Three trained enumerators, with the assistance of a deputy principal and the principal of the school facilitated the process. The focus group discussion which was held with

16 randomly selected teenage students provided comprehensive information about the schools, CRC their ICT curriculum, effect of modern technology issues, cultural factors government policies remedial activities etc.

3.3 The findings of the survey

The findings of the survey were based on the answers given by the 86 teenage students' for 20 questions

1. The awareness about the Convention of Child Rights was 28%.
2. 87% thoroughly believed that the awareness of Child Rights was essential for teenagers, parents as well as teachers
3. 81% stated that there was a responsibility to take first action when violating a Child Right, in order to ensure the mental well being and security of the child.
4. Majority of teenagers believed that the best solution for committing an ICT related offence by a child was to discuss with the child rather than informing parties responsible for the child.
5. 66% believed that the opinion about subjecting children to Corporal punishment was an unnecessary method while 34% believed that it was good when there were no alternatives.
6. Majority believed that the Classroom should always be ICT friendly than Child Friendly.
7. Majority of teenagers expected that the teacher-student relationship in the Child rights club within the Classroom should be a Student-Centered one.
8. 87.5% of the majority expected that the most appropriate strategy that used in order to protect Child Rights within the Child right club was to act according to the differences and needs of the children.
9. The measures that the teenagers could take to protect rights of the child were,
   - Accepting and appreciating the child's views on all occasions. both in home and schools
   - To listen the child
   - Pay equal attention to every child.
   - Give opportunities for the child to think, act, express her/himself independently
   - Gain a comprehensive understanding of Child Rights by both parties. in learning process.

3.4 Limitations of the survey

1. Lack of background information about the CRC , which was not available or accessible
2. Some of the questions in the questionnaire were not sufficiently specific which has led to different interpretations by the respondents.
3. Since this was only a baseline questionnaire, in-depth information could not be obtained, which limited the analysis. A systematic study would be required to assess the views and knowledge of the teenagers about the CRC and current approaches in teaching ICT in detail.
4. Lack of socio economic and demographic information obtained from informants constrained a sound analysis
5. Due to the limitation of the length of the report that has to be considered, only a few important areas could be discussed in detail while other areas are discussed only briefly.
6. The child rights clubs were not utilized to clarify or gain a deeper understanding of the matters inquired into by the questionnaire, due to the lack of preparedness and time constraints and parental participations.

3.5 Activities planned for our target groups:

- Raising Awareness on CRC targeting teachers, students particularly teenagers and parents on Child Rights
- Forming and activating Child Rights Clubs
- Exhibition on Child right tree
- Sensitization of parents on CRC
- Continuous Monitoring on the effective use of ICT
- Model Class practice on the effective use of ICT
- Special projects for teachers on the rights of Children
- Activities on effective use of IT
- 'No to Corporal Punishment' project
- Group assignments on CRC and ICT usage
- Internal Monitoring On Child right

4. Results

4.1 The main result
The main result is that the co curricular on ICT activities is now fully linked with Child Rights. The schools will practice Child Rights Promotion activities continuously specially for teenagers and we do hope that parents will understand the co- role in assisting for learning ICT through modern Technology for the teenagers.

4.2 The activities of the change project and their results
The team planned and organized activities at the two schools. We like to present the different themes and describe their results.

4.3 Awareness on Child Rights:
Awareness was given to the teacher, teenagers and the parents and the management body of the School. Basically the 'selected articles' from the convention were given to the teenagers The teachers were allowed to clarify all the misconception about the child right in Sri Lankan context. The management body also supported the theme and the effort.

Second meeting was with the Women Empowerment Authority team. The president of the college encouraged the team with his fullest cooperation. The Authority team had brought their leaflets regarding the child right improvement. It was commended by the teachers. Awareness was given to the teenagers through organizing Child Right Club. The selected members of teenagers were encouraged to take the lead role as indicated the following:

- Child rights should be included into the teaching of ICT subject
- Child rights should be included into the curriculum and co-curriculum activities
- Extra activities should be encouraged. in the Child right Clubs
- Special day should be allocated for the Child Right effort in line with ICT teaching and learning in the schools
- Visible mottos should be placed in the college to sensitize the teenagers
- Continuously Child rights clubs should be monitored

The teenager's agreed to all and certain things were discussed according to the school context.

4.4 Child Rights Model Clubs
The teenagers demonstrated a model clubs on the selected elements of child rights. Only, 15-20 teenagers were allowed in the class. A model trained teacher on CRC explained a theme on 'Effective use of Modern Technology in Sri Lankan Schools'. While explaining the following were expected:

- flexible questioning and answering time
- student participation and engagement
- teacher responsive time and parental involvement in ICT learning
- teacher and parents feedback on Teenagers
- student motivations in learning ICT through modern technology

Each teenager was allowed to act like a role model. Other teachers were impressed by the model Child Rights clubs.

4.5 No Corporal Punishment project

The Schools prepared a leaflet and distributed among the community. The school believes that corporal punishment is the root of all discrimination in society. What this school project analysis of corporal punishment, its background, and the effects and outcomes on our society. Then it carefully proposes culturally-relevant, socially-progressive responses to developing holistic, caring, and supportive responses to discipline that all adults - parents, teachers, and others - can stand to learn from.

The corporal; punishment was completely rejected by the entire community. The following are identified as punishment: Spanking, slapping, smacking, pulling ears, pinching, shaking... Hitting with rulers, belts, wooden spoons, extension cords, slippers, hairbrushes, pins, sticks, whips, rubber hoses, flyswatters, wire hangers, stones, bats, canes, or paddles... Forcing a child to stand for a long period; hold an uncomfortable position; stand motionless; kneel on rice, corn, floor grates, pencils or stones; retain body wastes; perform strenuous exercise; or ingest soap, hot sauce, or lemon juice THIS IS CORPORAL PUNISHMENT. Anytime a young person is subjected to this treatment they are being abused. These forms of abuse are the cruelest, most unjust, and most ineffective treatment young people can receive.

4.6 Lessons for teachers and school community

The topic for these lessons was school and community responsibilities:

- Understanding the roles, rights and duties/responsibilities of the school community and acting accordingly; involvement of students in drawing up such codes of conduct for their class and school when they involve ICT.
- Promoting orderliness and discipline of the school e.g.: punctuality and attendance, and observance of expected norms of conduct by both students and teachers

- Enabling student participation in decision-making and therefore the learning of democracy, through student forums and other forms of representation
- Reducing violence
- Beautifying the school to give a sense of peace e.g.: flowers, vegetation both natural and man-made; works of art by students and artists on the walls; putting up inspiring quotations and 'thought for the day' by students and by 'great thinkers"
- Promoting cleanliness of the school – proper garbage disposal, good hygienic conditions etc;   maintenance of building and furniture - colour washing and painting;
- Respecting the school culture of justice and fair play, shown through minimizing segregation or grouping children according to ethnicity, and giving equal opportunities to participate in school functions
- Ensuring equitable and respectful relationships between principal and staff; students and teachers ; among students; Learning problem solving and critical thinking, so that students can evaluate issues relating to ICT
- Getting supports from ICT experts to implement the co-curricular activities, especially for celebrating ICT events

Such activities will require sensitizing of teachers to draw out Child rights concepts in the curriculum as well as in understanding rights, justice, democracy and positive discipline for themselves. In addition, while it is possible to provide schools with a 'model' of a Child friendly school, it would be better if heads, teachers, students and community worked together to design their model for themselves, exploring a range of emphases for implementation. This would make an interesting exercise and give a sense of ownership.

4.7 The teachers and the school community members agreed on following community responsibilities:

- Ensuring good relationships between the school and parents (SDS /SDCs and PPA)
- Announcements of activities and notices in the school in all three languages
- Organizing exhibitions and displays on Child rights areas, and encouraging parents' and community members' visits to the schools
- Explaining Child Rights and its activities to the parents, including explaining by students as well as teachers
- Inviting different people from civil society and from the political arena to the school to have debates – e.g. 'Meet your ICT expert ' day
- Inviting parents to submit reports to the school on the development of their child with regard to Child rights concepts and activities, and vice versa; teachers meeting parents to discuss their child's development in learning ICT

- Linking with the media to promote school's activities in Child rights and jointly organizing events and competitions related to Child rights Ensuring schools are 'parent and community friendly', as well as 'child friendly'

5 Discussions and Reflection

The schools acknowledge to the team Srilanka13 is to continue the above for the future targeting teenagers. The members of the entire school community realized that promotion child right is their prime duty, not only in the classroom, but outside the classroom where child act and react. We feel like the teachers, teenagers and parents have deepened their understanding on the Child Right Convention in a Sri Lankan context. We believe that the teachers of our schools will practice the ICT main curriculum activities while ensuring child rights.

5.1 Challenges
The parents' religious and traditional perception doesn't respect the children's rights of expression and participation and there is lack of awareness on Child Rights among children and their parents The parents of teenagers are too busy with their work to earn a living, spending little time with their teenage children.

5.2 Some personal reflections
I will use CRC to solve problems in my school, the CR clubs will be organized in a democratic way, and I will make my school into a role-model school. My school is located in the center of the town, close to the main road. All the other schools can come to learn from us.
I received an application from one of the Change Agents from batch 3, but I never heard of CRC before. Now we have a network of Change Agents in Kandy and we are having contact weekly. We all are going to establish CRC in Kandy district. I like it very much because the student leadership will increase. Critical thinking and creative thinking will develop. In our parliament we only have 6% female members of the parliament. In the future we can change this situation. Many woman leaders will come from our school. If they go to the parliament, the men are very talk able, but now I will help to increase woman leadership. 52 % of the population is women.

In my view I have brightened up my knowledge. I will teach my students in a child friendly way. One of the former change agents from batch 10 told me about the programme, I searched the internet. I never heard about CRC before. After Lund and the training I do all my best to implemented CRC in my school in the best interest of the child.

Though a friend I got to know about the program. I searched the internet. My office is at the Ministry of Education and I work with children in the conflict area. I worry

about their situation and their rights. I was very keen on learning CRC. I knew about CRC because I work with Unicef.

6 Way Forward

We are happy to say that the change agents of Sri Lanka has formed a national network and also strengthening the regional network on CRC in Kandy.

This is now a solid path to walk on.

Through our project we will develop a better understanding for sinhalese and tamil cultures among our students at the two target school in the future. The school in Kandy is a sinhalese school and the school in Colombo is a tamil school. Because this batch represents both tamil and sinhalese change agents it will be easy to fulfill the aim of a peace building society. The Change Agents realized the project for change on effective use of Modern Technology in the Sri Lanka schools targeting teenagers needs to promote the CRC concepts effectively. The teachers, teenagers and the parents will still remain the main players in the future context of education.

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Appendix

Questionnaire for teenagers.

No	Content
1.	Being a teenager, what type of Learning Assistance do you expect from your teachers and parents ……… …
2.	Being a teenager, do you think Child Rights Club is useful? ☐ yes ☐ no
3.	Do you often use, Internet, email, SMS and face book all the time? ☐ yes ☐ no If yes, for which subject do you study with the help of modern technology? ………………………………………………………………..
4.	When you meet at Child Rights Clubs what do you often do? ☐ Play games ☐ Fighting ☐ Discuss CRC ☐ Chatting ☐ Other
5.	Being a teenager, do you need to participate in ICT exchange activities? ☐ yes ☐ no -What type of activities? ……… ………………………
6.	Being a teenager, have you ever been allowed to take part in any rights at school and at home? How many groups of rights are there? ……… …………………….
7.	Being a teenager, have your observed the school internal rules and regulations? ☐ already ☐ not yet
8.	Being a teenager, what do you usually go for tuition classes? ……… ……………………

9.	Being a student, what do you usually do if you are not well taken care of by your parents (being abandoned)? ……… ………………
10	Are you often allowed to go out during holidays, festivities? ☐ yes ☐ no If yes, where do you often go? ……… ……………..
11.	Are you often taken to health center for periodic health check? ☐ ☐ yes no
12.	Being a student, what will you have to do when you encounter the teachers who do not respect your child rights? …………………..…… …………………
13.	Being a student, what do you have to do to realize the child rights? ……… …………………

UGANDA

Literacy as a Means of Enhancing Child Rights (Improving Learners' Literacy in Primary Schools through Learner Participation in the Development of Literacy Materials in Uganda)

Resty Nantaba Muziribi, Jane Patricia Nambalirwa and Anthony Mugagga Muwagga

1 Frame Of Reference

Uganda ratified the Convention on the rights of the Child (CRC) in 1990.There was a commitment to ensure   each child receives appropriate nurturing and protection within the frame of the minimum standards set up by the convention. Laws have been put in place to facilitate the implementation of this convention. These include: the 1995 Uganda constitution, Children's Act 0f 1992 and Children's statute. In order to operationalize the above laws, Uganda introduced Universal Primary Education (UPE) in 1997, which saw a drastic raise in primary school enrolment exceeding 120%. The overwhelming response to UPE created a plethora of challenges, which have persisted to date and have become a serious concern to almost all primary education stakeholders.

In order to address the challenges which were prevailing, the government of Uganda developed the Education Sector Strategic Plan (ESSP) in 1998. The focus of the plan emanated from Uganda's national education vision which is to have " Education as a basic tool for transformation of society, natural integration and development" (The Government White Paper on Education Policy review Commission Report 1992) The objectives of ESSP focused on: developing an education system that guarantees a lifelong continuum of knowledge values and attitudes competencies and skills by ensuring scientific and technological orientation of education at all levels. It also focuses on developing the ability to use data and information for decision making, restructuring the education system, making basic education available to

all citizens; use of local languages for instruction, for pedagogic and cultural reasons. It further aimed at enabling individuals to apply their knowledge and energies to contribute to social and economic development of the country among others. The ESSP has been reviewed and a new program to cover the period 2007-2015 was developed and its main objective is to enable pupils in primary schools learn the basic skills of literacy, numeracy and life skills. A Close examination of these objectives reveals that they are in line with the Convention of the Rights of Children (CRC). For example Article 2 which emphasizes Non- discrimination, Article 3 emphasizes in the best interest of the child, Article 6 the right to survive and development, Article 12 participation, the ministry objectives further reflects Government's will and commitment to EFA goals especially goals 1, 2, 3,5 and 6 and the second millennium goal of Achieving Universal primary education. The introduction of UPE has seen the following achievements:

1. Expansion of equitable access to basic education. Increased girls' child's access to basic education. Enrollment of girls' education doubled in primary education. Today P1 to P5 the enrollment of girls is equal to that of boys. The high enrollment is because education has become more affordable. In addition the public is becoming more enlightened about the benefits of educating the girl child. At the moment gender parity at primary level stands at a ratio of 49 girls to 51 boys.

2. The number of trained and qualified teachers has increased steadily at primary level from 81564 in 1996 to 126,000 in 2009. This follows the reforms brought about by the teacher development and management system (TDMS) Program. TDMS provides a net work at grassroots level where classroom teachers receive professional support on a regular basis, through Coordinating Centre Tutors (CCTs) more class rooms, schools and furniture. In 1997 the existing stock of permanent classrooms for primary schools was 45000 but this has kept on growing for example by the end of 203 that figure had risen to 70000.

3. More learning materials have been made available to schools especially text books. In 1997, the pupil: textbook ratio was 37:1. In 2003 the ratio dropped to 3:1 for P.4 and P. 7 classes.

4. Children with special needs are being integrated into the normal schools through an inclusion sector policy; though there is still a challenge of special needs teachers.

5. Expansions of non formal education (NFE) Programs for disadvantaged children who cannot access education in formal schools have been introduced in different areas.

In spite of these achievements the quality of primary education is still constrained by the following:

1. large classes especially in the lower Primary one to Primary three classes

2. inadequate reading materials,

3. teachers not competent enough to teach reading and writing,

4. limited use of participatory methods in teaching and learning process,

5. limited creativity to use the environment and

6. Intense poor reading culture.

These challenges in turn do negatively impact on the implementation of CRCs in Uganda.
In order to address some of the above challenges a variety of initiatives have been introduced in primary schools to address the rights of children. For example:

1. Introduction of thematic curriculum and use of local language as a medium of instruction from Primary one to Primary three, development of a competency based curriculum for upper primary classes respond to meaningful participation of children in their learning.

2. Banning of corporal punishment and providing alternative ways of disciplining children, and creating learner friendly schools respond to the protection of children while at school and home.

3. Construction of classrooms, provision of test books, furniture, qualified teachers, SNE, NFE and Girls' education programs respond to provision of education for all.

4. Quality Enhancement Initiative (QEI) that addresses quality concerns of pupils, teacher, school management and community participation responds to Provision, Participation and Protection (3Ps).

Despite the above initiatives, there are still issues of provision and participation which need to be addressed both at teacher training institutions and primary school level if quality education is to be achieved by all. In many of the primary schools teachers still find a problem in using child centered approaches in the teaching learning process. Limited number of reading materials contributes to low acquisition of literacy.
It's against this background that a project *Literacy as a means of enhancing Child rights (Improving learners' literacy in Primary Schools through learner participation in the development of literacy materials in Uganda)* was carried out in one Teachers' training College and two Primary schools as a way of responding to the quality issues stated above.

2 Purpose

The purpose of this project was to create a sustainable system where students/pupils will participate in making reading materials and using participatory methodologies in the teaching learning process. The study/project pivoted on the assumption that "When reading skills are improved, academic, social and economic achievement also improves which in turn improves and enhance child rights in Uganda.

Improving Learners Literacy in Primary Schools through Learner Participation in Development of Literacy Materials

Study frame work and the Conceptualization of Literacy, CRCs and Child Centered Pedagogy in Uganda

. Government Policies On:

- Provision of primary education (Provision)
- Parents involvement in children's access to education.(Provision)
- Gender parity in school, class involvement and participation.(participation)
- Teacher/pupil ratios.(Participation)
- Child friendly schools.(Protection)
- School Curriculum/syllabus.
- National examination regime.
- Pupils access to meals and
- scholastic materials (Provision)
- Policy on Pupils punishments (Protection)

D. Child Rights
Reflections *on child rights guide by the (3 Ps)*
Provision

Participation

Protection

B. State of Literacy

- Availability of relevant reading material in primary schools.
- Use of the available reading materials in the different primary schools
- Children's involvement in the creation of literacy materials.
- Challenges to literacy in the study area. Teachers' knowledge and skills of teaching literacy.
- Teacher training literacy Pedagogy.
- Teachers' knowledge of appropriate methods for teaching literacy at primary level (availability of literacy teachers).

C. Child Centred Pedagogy
(i)Changed government policies
Pro-child School polices
(ii)Changed teacher training pedagogy
⚔ *Teach in- service teachers and pre service trainee teachers how to use child centered approches.*
(iii)Changed school teacher's and
Pupils attitude towards literacy
and CRCs
1. *Encouraged pupil to make their own reading and writing materials.*
2. Encouraged peer and inter class teaching among pupils
3. Increased use of literacy and
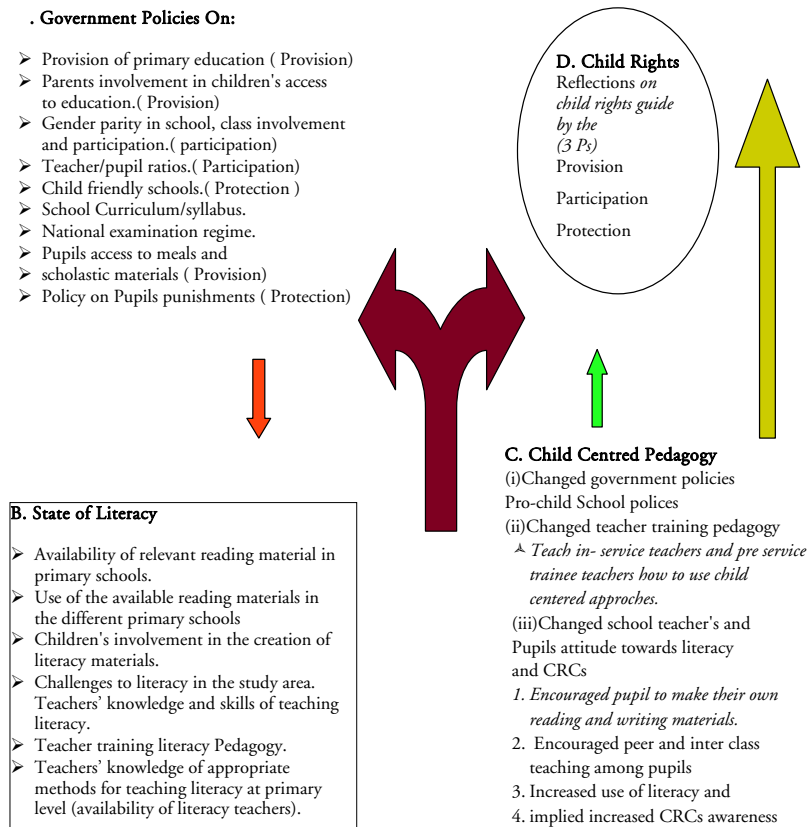4. implied increased CRCs awareness

Figure 1: Understanding factors which impact literacy and the implied CRCs in the study area.

The frame work under pins the fact that institutionalisation of child centred approaches in the Teaching and Learning of reading and writing in Primary schools improves education standards. The conceptual framework comprises of four parts numbered as ABCDE. Part A revealed the government role in the provision and inception of policies which enhance provision of education, B gives the state of literacy and the linkage with government policies, C provides the remedy to the constrained government policies and state of literacy while D is the final state of a refined CRC compliant education system and society where reading and writing are the norm. E which is on top of the model directs the institutionalisation of child centred approaches in the teaching and Learning of reading and writing in Primary school that is a state where all the stakeholders namely the pupils, teachers, tutors, parents and government are involved in child literacy pedagogies which in turn it is assumed will build a child rights friendly school and society.

Study and Project Geographical Scope

The study /Project was conducted in Uganda in the districts of Luwero and Nakaseke. One school from each district was sampled to represent the primary schools while Nakaseke PTC was selected to represent the teacher training institutions.

3 Study Methodology

The study/project team used the following methods

Meetings
Preliminary meetings were held with the District Education officials of Luweero and Nakaseke and the Principal of Nakaseke PTC. The purpose of the meetings was to introduce the concept of the project, share views and experiences with the officials and in the case of the districts agree on the study schools.

Interviews
Interviews were held with teachers, school administrators and pupils. The interview guides used are included in Appendix one.

Focus group discussions
These were held with the head teachers and teachers of the two primary schools, the principal, the tutors and the students of Nakaseke PTC. The purpose of the discussions was to carry out a situational analysis of the teaching of reading and writing

(Literacy) at the two schools and how pre-service teacher trainees are trained to teach reading and writing at Nakaseke PTC.

Observation

Observation of the school infrastructure, classroom teaching, classroom environment, available teaching/learning materials at the two schools and PTC was carried out as part of the situational analysis.

Tests

Pre-tests in reading and writing (Literacy) were administered to a sample of 40 pupils in each of the classes of primary two, three, five and six. The test for primary two was given in the local language (Luganda) to fit in the language policy of medium of instruction in primary schools. The aim of the pre-tests was to establish the literacy levels of the pupils. Appendix 2 carries the sample tests.

Training workshops

The following trainings were carried out
- Using child centred approaches (pedagogy) in the teaching of literacy in relation to CRCs
- Equipping pupils/students with skills of making reading materials
- Using student made materials in the teaching/learning process

Exhibitions

Exhibitions at school and college level were made and exchange visits were carried out where pupils/student teachers/primary teachers and tutors learnt from each other

Dialogues

Dialogues were carried out with the parents of the two primary schools. Discussions were centered on parent involvement in their children's learning and how they can support their schools in providing materials for reading material development

4 Results of the Study

A. From Situational Analysis

In February 2011, the change agents carried out a situational analysis on the teaching and writing in the two primary schools and Nakaseke PTC. Using interviews, focus group discussions, observations and pre-tests in reading and writing, the following conclusions were made based on five dimensions namely;

I.   General observations
II.   Teacher based issues

III. Pupil based issues
IV. State of school infrastructure
V. College based issues

General Observations

- Teachers were aware of the need to involve learners actively during the teaching/learning process but lacked the basic skills, were demotivated and sometimes the number of pupils in each class was too big to manage.
- Apart from text books which were mainly in P.5 and P.6, there were very few reading materials which the pupils could read. Even the text books in the 2 classes were only used during class time.
- There were no class libraries and reading corners, books were kept in a store where pupils could not easily access them.
- Teachers at both schools revealed that pupils' literacy levels was low and teachers had a problem in using appropriate methods of teaching reading in English and in the local language.
- Local materials were available but were not being used by teachers and learners
- Some classes were too large for teachers to manage
- Parent involvement in school activities was limited

Teacher Based Issues

- Majority of teachers had little knowledge about the methods of teaching reading
- Literacy is timetabled in primary 1, 2 and 3 only and does not appear in Upper Classes.
- Teachers did not have time to make reading materials locally
- Teachers lacked skills of teaching English as a second language
- There was no evidence of records of any organized system of borrowing books to learners.
- Teachers handled big class sizes compared to the official teacher – pupil ratio of 50:1 as indicated below:

Class	Kiziba Primary School	Katikamu Primary School
P2	96	40
P3	100	40
P5	105	61
P6	80	68

Pupils Based Issues
- From the observation and face to face interviews with randomly sampled pupils, the following were revealed:
- Pupils read from textbooks with a salient aim for passing a set text or examination in Upper classes (P5 and P6)
- Children could not read well, so this affected their performance at all levels of learning in all subjects.
- The pupil book ratio was 1:20 on average in upper classes and in P2 and P3 it was 1:30
- Pupils expressed a desire to read stories for leisure but such books were very few in the schools.

State of School Infrastructure
- Both schools had permanent classrooms
- Both schools were not fenced which implies that community members could trespass anytime they felt like and this posed a challenge of security of materials
- There were no rooms designated as libraries, not even a store, the few books available were kept in cupboards in the Head teacher and Deputy Head teacher's office
- There were no cupboards in the classes where reading materials could be kept.

College Based issues (Nakaseke PTC)
- At the PTC the following were revealed
- PTC trainee teachers knew their rights but could not explain the responsibilities that go with particular rights
- They had the desire to be taught how to write books but this seemed not to be catered for in the college program/time table
- They were required to have teaching learning materials for reading but did not know how to develop the books and other materials. They said tutors told them to develop materials but lacked the skills of developing them.
- Student teachers thought   reading could only be taught during the English lessons. When asked how to teach reading using other subjects they felt it was not possible.

The pre-tests in reading were given to the pupils in the month of April, 2011 and the following is the summary of the results:

- 50% of the learners in P2 were able to read and comprehend in local language. In P3 45% were able to answer the questions correctly. 62% of the P5 learners had the ability to read orally but many could not write correct sentences. Majority of learners do not know how to use correct punctuations. Appendix 2 carries the sample tests.

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B. Development of Reading Materials

The change agents trained the teachers of the primary schools and the tutors of Nakaseke PTC. This was done in the months of April and May 2011. They were trained on the techniques of developing literacy materials for pupils, how the student teachers can use locally available materials to develop reading materials for different classes in the primary schools. The pictures below show some of the training sessions.

After training the tutors and teachers, they in turn trained the students and the following results were achieved. These are going to be discussed separately at primary school level and at PTC level.

Primary school level

Pupils were able to identify ways in which they can participate in their learning. Pupils of primary five and six started making materials. These included;

- Single letters written on cards for word building
- Single words written on flash cards for individual reading
- Sentences written on strip papers
- Story books
- Picture books

These materials were graded by the teachers and were given to teachers of primary two and three to use them while teaching reading and writing. Some materials were retained in the primary five and six. Each class set up a class library. The pictures below show some of the materials that were developed by the pupils.

At college level

At the college, students were assigned to personal tutors. Each tutor was in charge of about 20 students. After the initial training of the students on how to develop reading materials, time was allocated on the timetable where students met with their personal tutors. These carried out routine coaching and mentoring of the students and edited their work. The pictures below show some of the sessions when personal tutors were coaching and mentoring students

A variety of teaching/learning materials were developed by the students. Below are some pictures of reading materials.

C. Child Centred Pedagogy

The change agents further trained the primary school teachers on child centred pedagogy. This included training on the methods of teaching reading, how to use group

work and child to child approach. Demonstration lessons by the teachers were carried out and procedures used were discussed by all teachers. As a result, teachers became more confident in teaching reading and writing as revealed from the evaluation of the training workshops when one teacher stated that, "In one week, I have learnt what I failed to learn while at college." (One primary two teacher of Kiziba primary school 2011)

After a variety of reading materials were developed by the pupils and students, they were distributed to the classes of P.2, P.3, P.5 and P.6. The teachers of P.2 and P.3 identified children who were weak in reading and these were paired with pupils from P.5 and P.6 who helped them in reading during the literacy hour which was included on the timetable. The end of the year results of the pupils in the sample classes showed a tremendous improvement, not only in literacy, but in all subjects.

D. Exhibitions

Two exhibitions were staged at Nakaseke PTC, one in the month of August 2011 and another in November 2011. During the exhibition, the students explained how they made the teaching/learning material and how it can be used in the classroom. During both exhibitions, the teachers from the sample schools were invited to learn and share with the student teachers. They brought along a few pupils from primary five and six. Everybody learnt from the interactions that were held.

The two primary schools also staged exhibitions in the month of October 2011 and invited members of the school management committee and parents. Parents were excited when they saw the work made by their children. They promised to contribute materials such as markers, crayons, coloured pencils, pictures, paper boxes and any other material which could be used to develop reading materials. They also promised to provide time for their children at home to do homework and read the booklets/cards borrowed from the class library.

Discussion of the Results and Reflections

Like other studies anchored on the Lund University Child rights international training (Wickenberg et al 2009) the study has had a number of successes and challenges. The successes of the study and project pivots on its many implicit and explicit benefits for example its ability to cover the literacy vacuum in most primary schools, introducing a new culture in teacher-training pedagogy of institutionalizing use of learner centered pedagogy and generation of locally made child literacy materials. It has tried to provide a bridge to the gap in the three PS (provision, participation and protection.)

The project has revealed that reading and writing are still a challenge to the theory and practice of child rights in Uganda. The   literacy rates are 55.6 and 30.7% for male and females respectively. This is more challenging for rural areas in Ugandan

where the literacy on average is far below 20% for females and 30% for males. It is very hard for such a population to read and understand government policies, medical prescriptions and other documents which are of direct benefit to them. In many cases where teachers have the good will to play a positive role they are constrained by inadequate and in most cases with very thin presence of resources in their schools. The project through the Institutionalization of child centered approaches in the Teaching and Learning of writing and reading in Primary schools tried to initiate a literacy culture as a pivot for participation, provision and protection of the child in their learning and teaching contexts.

The study project has tried to provide a ground on which schools can achieve the 3Ps using child centered approaches. The different stakeholder namely Nakaseke student teachers, pupils in the study schools as well as head teaches and teachers revealed that many of the child produced literacy materials could be sold out to other schools for re-use or for use by pupils to replicate for their own use. The money got for many of the pupils could be used to get other scholastic materials thus addressing the challenge of provision. On the other hand the issue of protection was addressed by the many stories generated by the pupils. These stories gave insights on pupil and community health education, personal and community hygiene, futility of corporal punishments, child defilement and primary school internal efficiency.
On the other hand, the project addressed issues of participation by teaching both the teachers, tutors that pupils can actively generate and use their own made materials. This was done through peer teaching and interclass generation of literacy materials. The project led to the creation of class libraries in all the study schools. This apart from enhancing literacy it made the pupils feel that it is their personal library since they participated in its creation. It also led to creation of reading and writing clubs to instill a culture of writing and reading.

These workshops enabled the project to achieve the medium and other partial goals of the project. Teachers were able to adopt, appropriate use of child centered approaches during peer demonstration lessons, encouraged learners to generate and use their own or peer generated literacy materials.

Post exhibition and work shop visit to the study schools revealed that even without anticipating for external assistance and inspection both the teachers and pupils continued to generate and use the literacy materials.
Below are citations of comments from teachers, parents, tutors and the principal of Nakaseke PTC arising from the different activities carried out in the study on which the team drew lessons learnt.

"This training has taught me to realize that we do not need money or very expensive materials to make teaching and learning materials. What we need is creativity."(Statement made by a male tutor after a material generating workshop Nakaseke September 2011)

"I am very surprised that we can make very excellent teaching and reading materials without out spending significant amounts of money and time. I thought that my pupils cannot make any good teaching materials on their own" (Tutor from Nakaseke PTC October).

My son has become more pre-occupied with his studies since each day he has to make something new, some of which are used by his siblings (parent interviewed Katikamu Literacy material exhibition).

"Since my daughter started making the reading materials at home she uses them to teach her younger brother and sister. They took have begun reading even before they access school. This is a great achievement for our area." (One of the female parents commenting on the usefulness of the project in Katikamu Primary school)

"This exhibition has shown that our children are not as hopeless as many people tend to make us believe. They are equally good like other children but I think lack guidance. If told what to do they can do it very perfectly. The stories we are reading here are the not only interesting to read but they are very educative on how the girl child should protect himself and how we should treat our children well. I am greatly impressed and promise my support for this great innovation." (Speech by Chair person school management committee during the literacy material exhibition October 2011)

"It is very easy to enhance CRCs if the stories about them are made by the children themselves. The exhibition does not only enhance literacy but it highlights key issues affecting our community namely; child abuse, infidelity, HIV/AIDS, poverty, corruption, defilement, child labour among others".(Speech by the Roman catholic Priest in charge of Schools in Katikamu Catholic Parish Luwero Catholic Diocese November, 2011)

Lessons learnt

The salient observation made by team members and all stakeholders was the fact that girls were more involved in peer teaching, generation of literacy materials. This implies that the project may have another positive effect of enhancing girl child literacy and its implied impact on CRCs.

Team members learnt that:
- If a change project is to support and improve learners performance as a major concern for all stakeholders it is very easy to implement because everybody is willing to participate.
- Involvement of parents in matters concerning their children's learning is not a hard task but it is not thought of very quickly by schools.
- Parents can ably provide materials for their children's learning if put in the know.

Though the project has been successful in as far as the CRCs are concerned there still some challenges which need addressing these include;

1. Rural and peri-urban poverty

2. School dropout rate is very high at all levels especially in upper primary

3. Teacher attrition rate is very high especially for rural schools which affect innovations and pedagogical consistency

4. Certain cultural practices which constrain child school attendance for example early girl child marriages,

5. Encouragement of corporal punishments by the parents and the community

6. The examination regime and system encourages teacher centered pedagogy

7. Though the district and other community officials appreciated the usefulness of the project many of them are not very keen to get involved especially in expanding it because they don't see direct monetary benefits

8. The pedagogical environment is still very poor. Most classrooms are poorly ventilated, with dilapidated roofs and is life threatening for the teachers and children especially in the rainy season.

9. Children still stay at school the whole day without lunch.

10. While other children especially those with working parents complained that their parents are too busy to talk with them so many parents do not understand their children.

Conclusion and the Way Forward

Change is not a one day act but a process. The project has made the first move to link literacy with child rights. The project draws from experiences and knowledge of child rights education given by Lund University sponsored by SIDA. The study and project was able to identify the challenges of literacy as an anchor to child centered education in Uganda. It provided the ground for improving learners' literacy in Primary Schools through learner participation in the development of literacy materials. It has initiated both peer centered pedagogy and self motivated pedagogy.

Given the absence of direct monetary motivation for the teachers and learners, it is hoped that by institutionalizing child centered approaches in the teaching and literacy learning and in Teacher training pedagogy, teachers will apply it in their practice. There will be continued need to lobby the Ministry of Education and Sports Uganda (MoES Ug) to adopt this practice and turn it into a policy. It is also hoped that this project will be adopted by NGOs which in most cases are the key financers of literacy material development in Uganda.

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Appendices

Appendix Two

Pre-tests in reading
Ekibuuzo ekyokusoma- ekibiina ekyokubiri (primary two)

1. Kuba ebifanaanyi bino

a) Omuwala   b) Omulenzi   c) Omupiira

2. Maliriza emboozi zino: Londa ku bigambo ebkuwereddwa

a) Nalule asoma

....
b) Omwana anywa

....
c) Taata atema

....
e) Omusomesa atudde ku

....

Amata, ntebe, ekitabo, omuti, eggaali

3. Soma
Namuli muwala mugezi. Asomera ku somero lyebayita St. Joseph
Katikamu Kisule. Alina emyaka munaana. Asoma mu kyakubiri asiinga
kwagala essomo lyokubala n'eddiini.
Ddamu ebibuuzo bino

       1. Muwala ki omugezi?

       2. Asoma kyakumeka?

       3. Essomero lye baliyita batya?

       4. Alina emyaka emeka?

       5. Masomo ki gaasinga okwagala?

4. Wandiika emboozi ng'okozesa ebigambo bino:
Afumba, Akaaba, Omusota, Alima, Ekikopo
Primary three –reading test

1. Arrange the letters correctly to make sensible words

(a) mna   (b) dgo   (c) hraic   (d) sscla   (e) peincl

2. Fill in the missing letters

(a) ho_pital   (b) sc_ool   (c) ta_ble   (d) te_cher   (e) d_or

3. Circle the word which is different

a) chair   able   stool   plate

b) pawpaw   cassava   orange   mango

c) dress   skirt   blouse   shoes

4. Arrange the words to make good sentences
Example: is Jane this three year in primary
               Jane is in primary three this year

a) goes work every day to man the

b) book a Musa reading is

c) playing The with baby is ball a

5. Read the following story and answer the questions
Mr. Musoke is a farmer. He grows crops and also keeps animals. He grows crops like bananas, sweet potatoes, maize and beans. He keeps cows, goats, sheep, rabbits and dogs. He sells the milk from the cows and uses the money to look after his family. The dog helps to guard the home when he is away from home.
Answer the questions below;

1. What is the work of Mr. Musoke?

2. Write the different crops Mr. Musoke grows?

3. Which animals does Mr. Musoke keep?

Reading test

1. Write capital letters where they should be used.

Last Monday i went to wobulenzi. i saw my friend eva. she gave me three mangoes and one pineapple. i put them in the basket and took them home. my mother and father were very happy. each one of us ate one mango

2. Choose the correct word from the brackets to fill the gap.

a) She..................her finger with a razor blade (cut, cat)
b) My mother's ....is long and black (hair, hare)
c) The President had a big ....on his head (hat, hut)

3. Arrange these sentences to make a good story. Then write the story.

a) The doctor checked her
b) She did not eat her supper
c) Yesterday mother was not feeling well

4. Write meaningful sentences using these words

a) doctor
b) policeman
c) teacher

Reading the story and answer the questions in full sentences.
Mr. Kagoda is a carpenter. He built his workshop near his home. In the workshop he keeps all his tools. He has a very big table which he calls his work bench. Besides it, there is a shelf where all tools such as nails, hammer, screws and saws are kept. Mr. Kagoda's house is near the main road so that people may see his workshop.

Many passers- by make orders for new chairs, beds and other furniture.
Mr. Kagoda is one of the best carpenters in that trading centre. Mr. Kagoda is always bussy. Durring holidays he works with his two children.

1. Where is Mr. Kagoda's workshop?
2. Where does he keep his tools?
3. Write three things found in Mr. Kagoda's workshop?
4. Why is Mr. Kagoda's house near the main road?
5. Who helps Mr. Kagoda in his workshop?

Primary six - reading test

1. Put a circle around small letters which should have been capital.

yestearday was out sports day in the district. ten schools participated in the competion. our school, kiziba primary school came first, katikamu kisule was second adn wobulenzi parents came third. the best pupils in 200 metre race whre musisis adolf and nabweteme rose.

2. Arrange these sentences to make a good story. Then write the story.

a) One day early in the morning they all went out to look for food.
b) It came out very first and took one chick
c) Mother hen had seven chicks.
d) When they were tired, they all rested under a big tree.

3. Complete the sentences below with the correct word or words.

a) He was climbing a tree and he .... down
b) What is the .... hospital l can reach on foot.
c) You will...................... riding until you see the sign post on your right

4. Make sentences using these words

(a) mountain   (b) library   (c) playground   (d) wedding

5. Read the passage and answer the questions that follow

Chameleons are small animals but very clever ones. They live in trees and bushes and feed on insects. They have long sticky tongues. When an insect comes near them their tongue shoots and catches the insect.

Chameleons have big round eyes and their eyes can look an two directions at once. One eye can look infront at the same time when the other is looking behind.

The most interesting thing about chameleons is that they change their colour. If the chameleon is on a green leaf, its colour will be green. If it moves to a brown piece of wood or dry leaf, its colour will turn brown. This helps chameleons to protect themselves from their enemies. Chameleons always take the colour of the environment where they are.

VIETNAM

"Say No to Truancy"

Chu Duc Yen, Nguyen Thi Hanh, Ho Thi Nhat Oanh

1. Frame of reference

Vietnam is the second country in the world and the first in Asia to ratify the UN Convention on the Rights of the Child (UNCRC).
The Convention represents 8 basic contents (using the 4-3-1 formula) as follows:

Four groups of Rights:
+ The Right to survival.
+ The Right to be protected.
+ The Right to development.
+ The Right to participate.

The division of these four groups of rights is just relatively meaningful; in reality, these rights groups have close and intimate relation with each other.

Three principles
+ The International Convention stipulates children as the people under 18 years of age.
+ All the rights and obligations stated in the Convention will be applied equally to all children without any discrimination.
+ All activities are done for the best interests of children.

A process
+ The implementation of the Rights of the Child is a process of coordinating multiple activities of intervention and support, and everyone including children has the

responsibility to assist the State to implement and monitor the implementation process of the Convention on the Rights of the Child.

Vietnam has put forth a number of decrees, decisions, organized many programs and projects to realize the children's rights with the aim for the best interest for children such as Government Decree No. 36/2005 / ND - CP dated 17 March 2005 detailing the implementation of a number of articles of the Law on Protection, Care and Education of Children.

Through 20 years of implementation of the Convention on the Rights of the Child, a number of achievements have been obtained as follows:

- The protection of children is enhanced towards ensuring more adequate rights than the basic rights and needs of children; creating equal environment for all children; facilitating conditions for education, recreation for children, through which the rights of the children are better ensured; more children with special circumstances are taken care of; children under the age of 6 are medically examined and treated free of charge.

Baseline

The Hoang Dieu Junior High School is located in the commune of Dak Rla, DakMil district, DakNong Province. The school was established on 16 July 2001. At first, the school was located in the Village 3 of Dak Rla commune, but it moved to its current place in Village 5 in February 2008.

The Dak Rla commune is located in the northeast of Dak Mil district, with an area of 9.279 ha, inhabited by 2,120 households, including 9,074 people. The commune is consisted of 12 villages. There are 12 different ethnic groups with 4,016 people living together in the commune (Kinh (Vietnamese), Tay, Nung, Muong, Man, San Diu, M'Nong, Dao, San Chi, Thai, Thanh, Cao Lan). The population density averages 95 per square kilometer. The traffic system of the commune includes a national route number 14A with a length of 7 km, the remaining are inter-communal roads, inter-village and most of them are dirt roads. Although located in a place with a lot of difficulties, the size of classes and the number of pupils are increasing with every passing day.

The families of most school pupils are in economic difficulties, and the number of ethnic minority pupils account for nearly 1/3 of the total school pupils. The quality of school pupils is increasing gradually: every year the school sends its outstanding pupils to contests at district and province levels and they often achieve high results. The numbers of pupils have increased rapidly from 06 to 23 classes up to now. There are 04 blocks of grades, namely:

School year 2010-2011:

Block No	Grade	Number of classes	Total pupils	Female	Ethnic	Female Ethnic	Pupil dropout
1	6	7	238	100	101	45	3
2	7	6	201	105	60	41	5
3	8	6	186	97	55	26	6
4	9	4	154	77	48	23	9
	Total	23	779	379	264	135	23

School year 2011 – 2012:

Block No	Grade	Number of classes	Total pupils	Female	Ethnic	Female Ethnic	Pupil dropout
1	6	7	253	100	101	45	3
2	7	6	226	105	65	41	4
3	8	5	195	97	55	26	4
4	9	5	184	75	48	25	5
	Total	23	784	377	269	137	16

Despite an increase in number of pupils and the fact that most of them are studious, there are some pupils who refuse to take lessons, prefer playing internet games to learning, and their families do not pay attention to them. As a consequence, the children's dropout rate of the first semester of 2010 – 2011 was 23/779 = 2.95%. and of the school year 2011-2012 was 2.04%.

Although the school management has held regular discussions on the issue of "Truancy" and used various measures in coordination with local authorities, parents, head teachers, school board members to encourage them to attend school, the rate of truancy among the school children is still high.

2. Purpose

We, as change agents of batch 13, decided to choose the project title as "Say No to Truancy" to be executed at Hoang Dieu Junior High School.

"Say No to Truancy" – aims at reducing maximum rate of pupils leaving classes (or study periods) in order to maintain the number of pupils for all the school subjects.

Classes are encouraged to emulate with each other to have good learning hours, good learning days, good learning weeks and months.

The school is friendly, and the pupils are positive learners with lesser hours playing truant.

2.1 Outcome[2]
Mid-term effects/results:

- · To raise the awareness on child rights for teachers, students and parents through the integration of teaching hours and distribution of leaflets.
- · To strengthen the relationship and roles among the three groups of families, schools and pupils.
- · To raise the awareness about the role and duties of pupils within and outside the classroom.
- · To guide teachers in creating extracurricular activities to attract the pupils' active learning instead of playing truant.
- · To integrate the issues of rights and responsibilities of children into teaching and learning, as well as into school management.
- · To improve the quality of education in schools, to pilot a school-friendly model with positive pupils (launched by the Ministry of Education and Training throughout the country)
- · To empower the children and ensure the quality of life in the future.

2.2 Output[3]
Short term effects/results with indicators

- · The rate of truancy among the pupils is reduced;
- · The involvement of children in schools is improved;
- · The teachers' and parents' awareness of the child rights and their duties are enhanced;
- · The participation of teachers, parents and pupils in the school's extracurricular activities by means of providing them with child rights-related documents is strengthened;

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[2] See Annex 1 for Project Plan
[3] See Annex 1 for Project Plan

- · The teachers' better understanding of the children's rights and their participation will meet the needs and activities of children in schools;
- · The involvement of parents in the school and their responsibilities for children while at school are strengthened.

3. Activities

a. Identify tasks

Our major objectives and tasks are to improve the learning quality and to raise awareness about the child rights in schools by organizing classes for exchanging and discussing the children's rights, and providing CRC-related documents with the participation of teachers, parents and pupils.

b. Target groups

- · The pupils of grades 8C, 8D, 8E (school year 2010 – 2011)
- · The pupils of grades 6 (school year 2011 – 2012)
- · The subject teacher and the head teacher
- · The school board
- · The parents of classes 8C, 8D, 8E, 6A, 6B, 6C, 6D, 6E, 6G, 6H.

c. Methodology

Organize meetings (for local government representatives, school management board, teachers, parents, pupils and representatives of mass unions).

- – - Hold open discussions (for local government representatives, school management board, teachers, parents, pupils and representatives of mass unions);
- – - Provide documents about the child rights based on various activities of the team;
- – - Interview the subjects concerned;
- – - Distribute questionnaires to teachers and parents;
- – - Group activities;
- – - Play-acting and simulation are used as a method for the pupils to impart child rights among their peer groups.

d. Data collection

The data was collected through different ways and the results were analyzed by type.

- Exchange discussions with the school management board to have their comments and acceptance to let the project team implement our change project at the school (the school management board showed their enthusiastic response and were willing to cooperate and have selected three classes of Grade 8 (8C, 8D, 8E) of the school year 2010 – 2011 and the block of grades 6 (2011 – 2012) to take part in the project implementation.
- Distribute and collect questionnaires for teachers and pupils.
- Exchange and discuss the "Child Rights" issues with the school management board, representatives of local authorities, representatives of the parents association, mass union officials and representatives of pupils from Grade 6 to Grade 9.
- Exchange and discuss Children's rights-related issues in schools with the head teacher, 3 selected classes of Grade 8, and the subject teachers in charge of civics, and the children's union.

e. Project stakeholders/participants

The School management board;

- ➢ Three head teachers of Grades 8C, 8D, and 8E (2010-2011) and the block of grades 6 (2011-2012), teachers of civics, teachers in charge of children's union.
- ➢ All pupils of the three selected classes (8C, 8D, 8E) (2010-2011) and the block of grades 6 (2011-2012).

4. Results

Analysis to find out the root causes leading to truancy

The results of the analysis of the answers collected from three different objects of pupils, their parents and teachers were recorded in the following tables together with their suggestions as remedies.

A. **Pupils** (representatives from all classes, 50 answer sheets)

No	Groups of reasons that lead to truancy	Form of truancy	
		period	class
1	*Being fed up with learning*	x	
	Weak learning	x	x
	Study periods are not really attractive	x	
2	*Family situation*		
	Difficult economy, school children have to be a help to their families	x	x
	Houses are located far from school, harsh weather conditions (heavy rain, storm)	x	x
	Parents do not really care about their children's learning	x	x
3	*Prefer pleasure to learning, poor consciousness in learning*		
	Playing games	x	x
	Congregating, fighting	x	x
	Bad friends, wrongdoer inducing	x	x
4	*Other reasons*		
	Being afraid of criticized in front of the school or class	x	

Suggestions of the pupils to reduce the rate truancy
- Encourage, give advice and help him/her
- Convince his/her family to pay more attention to his/her learning
- Teachers should take interest in him/her with encouragement (great effect)
- The school must execute learning statutes and be more strict in managing its pupils.

B. Teachers

Causes that lead to truancy
- Weak learning leads to dullness
- Lack of care of one's family
- Induced and seduced by bad people
- Negative learning attitude
- Indulge in playing
- Family members do not live in harmony with each other
- Addicted to internet games
- Pupils do not like to take part or have no interest in certain subjects
- Consciousness of learning is poor
- Afraid of being disciplined
- Pupils do not want to go to school, but their parents force them to go

Suggestions of the teachers to reduce the rate truancy
- Timely attention and encouragement of one's family and school
- Create exiting learning environment to attract the pupils in each learning period

- Teachers should not be so strict with their pupils, instead, they have to encourage their pupils more gentle when they do not understand the lesson or when they show ignorance during learning period.
- The head teacher should find out the reason why his/her pupils play truant more often
- Coordination between parents and local authorities to reduce the time the pupils spend in internet shops.

C. Parents

Causes that lead to truancy
- Parents pay little attention to their children's learning
- Pupils prefer playing to learning
- Induced by bad friends
- Weak learner of a certain subject
- Pupils don't see the benefits of learning
- Family circumstances

### Suggestions of the parents to reduce the rate truancy
- The parents need to coordinate with the school to create a better learning environment
- The teachers and the school should create a more friendly school so that their pupils are eager to go to school.
- The parents should pay close attention to their children's learning
- The parents have to discover timely when their children play truant
- Rewarding and punishing must be clear-cut
- The school needs to have a tight management of its particular pupil(s)

Some of the causes of truancy are found to be objective, while others are subjective (the school, the parents, the local authorities) that originated from not having executed well and fully the child rights in school.

In order to enhance the awareness of the children in Hoang Dieu school, the Change Project team has carried out the following activities:

- A workshop for the entire school
- Training on special subject for pupils of 3 selected classes and the block of grade 6
- Aggregation of information about the awareness of child rights among the school children through answer sheets.
- Monitor the rate of truancy in three classes of grade 8, among which the class 8C is the key object.

Results of monitored rate of truancy in the 3 classes of grade 8 (school year 2010-2011) after having applied various measures to enhance the pupils' awareness are shown in the graph below:
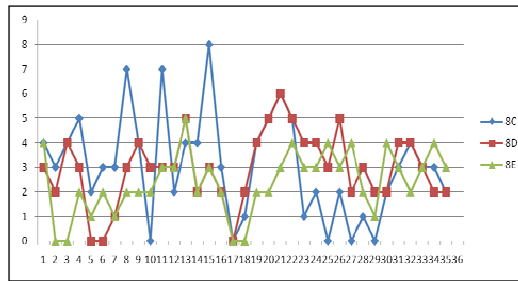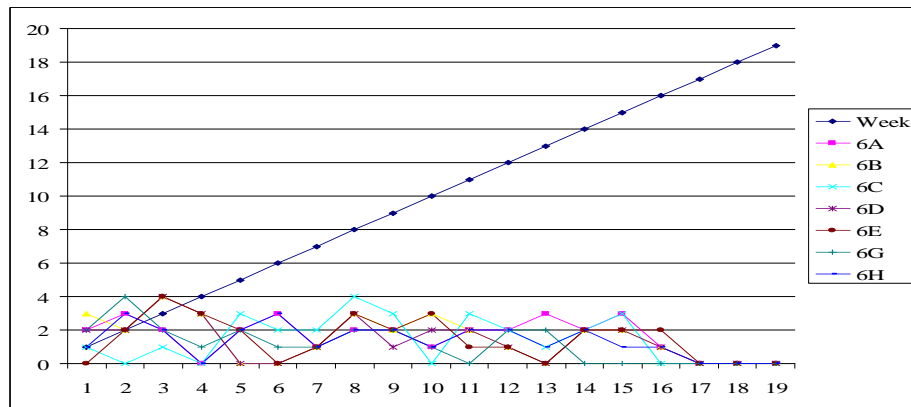

The graph above shows changes in pupils' truancy (hooky) in all three classes.

The classes 8C, 8D, 8E from week 1 to week 16, the rate of truancy is high; from week 17 to week 35, the rate of truancy decreases evidently from week 22 to week 35.   This means that after having participated and being trained in the child rights, the pupils' awareness of the three classes has changed distinctly, i.e. the rate of truancy reduced from 5-6 per week in the week 22 down to 2-3 per week in the week 35. In the class 8C in particular, the pupils have a better understanding of the groups of child rights and school. They are better aware of their learning at school, the rate of truancy has reduced remarkably in comparison with the time before the change project was implemented.

On 25 August 2011, the Change agents were invited by the managing board of Hoang Dieu Junior High School for a meeting to discuss about launching a competition campaign among the pupils of block grade 6 comprising 7 classes, using the same approach applied to grade 8 classes. Figure: Block of Grades 6, 2011-2012.

Week	Class/ Pupils 6A/37	Class/ Pupils 6B/36	Class/ Pupils 6C/37	Class/ Pupils 6D/36	Class/ Pupils 6E/37	Class/ Pupils 6G/36	Class/ Pupils 6H/34
1	2	3	1	2	0	2	1
2	3	2	0	2	2	4	3
3	2	4	1	4	4	2	2
4	0	3	0	3	3	1	0
5	2	0	3	0	2	2	2
6	3	0	2	0	0	1	3
7	1	1	2	1	1	1	1
8	2	3	4	3	3	2	2
9	2	2	3	1	2	2	2
10	1	3	0	2	3	1	1
11	2	2	3	2	1	0	2
12	2	1	2	1	1	2	2
13	3	0	1	0	0	2	1
14	2	2	2	2	2	0	2
15	3	2	3	2	2	0	1
16	1	1	0	1	2	0	1
17	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0
Total	31	29	27	26	28	22	26

The rate of truancy in the 7 classes of grade 6 with a total number of 253 pupils (school year 2011-2012) after 19 weeks of implementation is shown in the graph below:

The block of grades 6 from week 1 to week 15 the rate of truancy was still high, from week 16 it gradually reduced and until weeks 17 to 19, no more truancy was recorded.

The total pupils who played truant of classes 6 within 19 weeks were still high from 22 -31 pupils, among them the Class 6A had the highest rate: 31.

Like this, the pupils have had a better understanding of the child rights and school. They have a better sense of their learning at school, the rate of truancy has reduced remarkably compared to the time before the change project was implemented.

5. Discussion and reflections

a. On the positive aspect

- The pupils and teachers have participated in many extracurricular activities.
- The teachers have gradually changed their teaching method, making their teaching periods more attractive.
- The parents have spent more time taking care of and understanding their children.
- The local authorities, the school, the teachers, the parents and the pupils have grasped hold of the CRC concept.

b. Challenges

Despite a change in the rate of truancy in comparison to the time before the Project took place the result was still very moderate.

6. Way Forward on the work on CRC in Hoang Dieu school

The change project from the start only concentrated on 3 among 23 classes with 779 pupils in Hoang Dieu Junior High school. We decided that similar project activities and methodology should be applied to 23 remaining classes of Hoang Dieu Junior High school from the year 2012 onward.

Discussions with the school board about spreading out the success story to the entire school had been agreed upon. The school managing board then launched a competition campaign in the entire school using the slogan "SAY NO TO TRUANCY & DROPOUT".

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APPENDICES

APPENDIX 1:   Project Plan – Child Rights, Classroom and School Management

Project Title:	"Say No to Truancy"		Project duration: 1st November 2010 to February 2012		
Purpose (aim): To reduce the rate of truancy in Hoang Dieu secondary school in Dak Rla commune, Dak Mil district, Dak Nong province, Vietnam					

Activities		Outputs (short-term results)	Outcomes (medium-term results)	Monitoring Tools		Time
				Output	**Outcome**	
0. Anchoring the idea with local authorities to seek their support to the group activities within the change project.	**Results**	• Approval of the local authorities (commune chairman, school principal, form teacher, supervisors)				Early Nov. 2010
- Meeting with commune chairman - Meeting with principals - Meeting with form teacher - Meeting with teacher council	**Indicators**	• Approvals • Strong support		*1³*	*Outcome*	Nov. 2010
1. Develop a set of questionnaire (open questions) to collect all information related to the awareness of the teachers, pupils, parents and school management in one class about CRC	**Results**	• Questionnaire finalized. • Answers from all interviewees analyzed • Work plan elaborated.				Nov. 2010; Dec. 2010
- Preparing a set of questionnaire - Elaborating work plan for the team	**Indicators**	• Questionnaire filled in. • Work plan finished.		*2⁴*	*Outcome*	Dec. 2010

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[3] Same as Indicators for Output – done by observation and minutes
[4] Same as Indicators for Output – done by questionnaire filled

Activities		Results / Indicators	Output	Outcome	Date
2. Meeting with the school management including the school council to seek their consensus on possible activities to be conducted within their school and surrounding - Prepare CRC-related documents - Prepare truancy-related questionnaire - Group discussions for feedback - Summing up discussion - Elaborate plan of action - Prepare a checklist	Results	• CRC-related documents disseminated; • Truancy-related questionnaire distributed; • Questionnaire collected • Feedback			
	Indicators	• Documents disseminated • Questionnaire distributed • Feedback • Minutes drafted • Plan of action elaborated • Checklist prepared	*Output* **3**[5]	*Outcome*	Dec. 10 thru Jan. 11
3. Choose a class having high rate of truancy (20%) to work with - Meeting with form teacher to present the Plan of Action for maintain and monitor maximum number of pupils in class, and motivate the truant ones, and collaborate with their parents to create favorable conditions for their children to attend classes regularly. - Meeting with school council for support to monitoring pupils playing truant by organizing games, role-plays, group discussions,… - Meeting with parents of the truant ones to find better solution to reduce their children's truancy.	Results	• A class with high rate of truancy chosen. • Plan of Action made available			Nov .10 to April 2011
	Indicators	• Agreement & commitment to realize the Plan of Action. • Truancy monitored. • School activities organized	*Output* **4**[6]	*Outcome*	Nov .10 to April 2011

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[5] Done by questionnaire, minutes, plan of action, checklist
[6] Done by Plan of Action, rate of truancy monitored, number of activities, discussions held

	Results	Indicators		Output	Outcome	
4. Hold a panel meeting for feedback from all concerned parties and to evaluate all the results - Evaluation meeting. - Hold jointly discussions about replicating this model to the entire school.	• Panel meeting organized. • Progress report sent to the mentor and all concerned parties in Vietnamese. • Evaluation meeting held	• Evaluation meeting • Support gained by relevant school authorities for the change project to replicate in the school with over 700 pupils.				
			• Panel meeting organized. • Progress report sent to the mentor and all concerned parties in Vietnamese.	**Output** 5^7	**Outcome** 6^8	May 15th 2011
			• The model is fully replicated throughout the school. • Overall rate of truancy of the entire school reduced			April - May 2011
5. Will be decided after China seminar				**Output**	**Outcome**	June 2011

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[7] Done by observations, progress report, evaluation report
[8] Done by school commitment, number of new classes involved in another Change Work

APPENDIX 2:   **Project implementation schedule**

School year: 2010 - 2011 – 3 classes of Block grade 8

Time	Contents	Participants
Dec/2010 – Feb/2011	- Attend a number of classes with Child Rights integrated into Civics hours - Elaborate sets of questionnaire (for teachers, parents, pupils). - Contact with the school managing board	- Change project team
Week 2 Feb/2011	- Meet with the school managing board (to discuss about deploying and introducing CRC concept; and to discuss about the issue of truancy in school). - Introduce, select classes for deployment	- Change project team - School managing board
Week 3 & 4 February 2011	- Training in CRC, - Distribute questionnaire, exchange discussions, collect filled questionnaire.	- Change project team - School managing board, staff, teachers, a number of commune officials
Week 1 & 2 March 2011	- Exchange and discuss CRC related issues; - Distribute questionnaire, exchange ideas; - Collect filled questionnaire.	- Change project team - Head teachers of 3 classes, - Civics teacher, school children's union, children's vanguard union - Pupils of classes 8C, 8D, 8E
Week 3 of March 2011- Week 4 of April 1011	Organize act-plays for the selected classes with focus on 7 topics (see attachment.	- Change project team - Teacher of Civics, head teachers, cadres in charge of Children's Union & Children's Vanguard Union - Pupils of 3 classes
Week 4 of April 2011	- Distribute questionnaire, exchange ideas with a number of parents; - Collect filled questionnaire	- Change project team - a number of parents
Week 4 of April 2011	Recapitulate and collect opinions from the school	- Change project team - School managing board
Week 1&2 of May 2011	Write report	- Change project team

APPENDIX 3: Project implementation schedule

School year 2011 – 2012: Term I (from 25 August to December 2011)

Time	Contents	Participants
First week (2011-2012)	- Meet with the school managing board to launch a completion campaign in the school. - Introduction, selection of classes for rolling out CRC activities - Training in CRC. - Distribution of questionnaire, exchange, collection of filled in questionnaire. - Exchange and discussion about CRC; Organize act-plays for the selected classes with focus on 7 topics (see attachment.	- School managing board, cadres in charge of Children's Union & Children's Vanguard Union, a number of commune staff - Change project team - Pupils of block grade 6
Week 19	- Recapitulate and collect opinions from the school - Write report	- Change project team

APPENDIX 4 QUESTIONNAIRE (for pupils)

No	Content
1	Being a pupil, what duties do you need to observe towards your teachers and parents …………………………………………………………………
2	Being a pupil, do you think regular truancy is acceptable? ☐ yes ☐ no
3	Do you friends often ask you to play truant? ☐ yes ☐ no If yes, which study subject do you want to be off? ……………………………………………
4	When your friend plays truant, what does (s)he often do? ☐ play games ☐ Fighting ☐ Smoking ☐ Chatting ☐ Other
5	Being a pupil, do you need to participate in exchange activities? ☐ yes ☐ no - What activities? ………………………………………………………………………
6	Being a pupil, have you ever been allowed to take part in any rights at school and at home? How many groups of rights are there?… …………………………………………………………………
7	Being a pupil, have you observed the school internal rules? ☐ already ☐ not yet
8	Being a pupil, what do you usually do off class? …………………………………………………………………

9	Being a pupil, what do you usually do if you are not well taken care of by your parents (being abandoned)?
	…………………………………………………………………………
10	Are you often allowed to go out during holidays, festivities?
	☐ yes ☐ no
	If yes, where do you often go?
	…………………………………………………………………………
11	Are you often taken to health center for periodic health check?
	☐ yes ☐ no
12	Being a pupil, what will you have to do when you encounter the teachers who do not respect your child rights?
	…………………………………………………………………………
13	Being a pupil, what do you have to do to realize the child rights?
	…………………………………………………………………………

APPENDIX 4

QUESTIONNAIRE (for pupils)

No	Content
1	Being a pupil, what duties do you need to observe towards your teachers and parents ………………………………………………………………………
2	Being a pupil, do you think regular truancy is acceptable? ☐ yes ☐ no
3	Do you friends often ask you to play truant? ☐ yes ☐ no If yes, which study subject do you want to be off? …………………………………………….
4	When your friend plays truant, what does (s)he often do? ☐ play games ☐ Fighting ☐ Smoking ☐ Chatting ☐ Other
5	Being a pupil, do you need to participate in exchange activities? ☐ yes ☐ no - What activities? ……………………………………………………………………………
6	Being a pupil, have you ever been allowed to take part in any rights at school and at home? How many groups of rights are there?… ……………………………………………………………………
7	Being a pupil, have you observed the school internal rules? ☐ already ☐ not yet
8	Being a pupil, what do you usually do off class? ……………………………………………………………………
9	Being a pupil, what do you usually do if you are not well taken care of by your parents (being abandoned)? ……………………………………………………………………
10	Are you often allowed to go out during holidays, festivities? ☐ yes ☐ no If yes, where do you often go? ……………………………………………………………………
11	Are you often taken to health center for periodic health check? ☐ yes ☐ no
12	Being a pupil, what will you have to do when you encounter the teachers who do not respect your child rights? ……………………………………………………………………
13	Being a pupil, what do you have to do to realize the child rights? ……………………………………………………………………

APPENDIX 5

PLAY-ACTS

No.	Content	Participants
1	Pupils playing "truant"	
2	Pupils observing the school internal rules	1. Phan Thanh Hải
3	Duties of pupils towards teachers	2. Hồ Thị Nhật Oanh
4	Duties of pupils towards parents	3.Nguyễn Thị Thanh Nhàn
5	The concern of parents towards their children	4. Võ Thị Quyên
6	Pupils and internet games	and all pupils from Classes 8C, 8D, 8E and
7	Pupils and their awareness of the Child Rights	7 classes of grade 6

3. Summing Up

In this chapter we, the Lund University mentors[1] in the International Training Programme CRC, Classroom and School Management, are reflecting on some of the focus areas presented and conclusions drawn by the participants and 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 12 batches which included more than 100 country teams, with the first 10 teams starting in 2003-2004. We are deliberately as close to the existing texts in the final reports as possible. We are just summarising, categorising, comparing and highlighting what is already there.

1. Purpose/aim and target groups of the Change Project

In the matrix below (table 1) we have summarized all mentioned purposes/aims and target groups of the change projects in all the 10 final reports of batch 13 to get a clear overview. Horizontally are the focused target groups and vertically are the purposes/aims.

Some change projects are broader and cover more than one area or topic. Applying CRC and developing methodology and material are, regarding the purposes, the most focused areas. Another common goal is raising awareness about CRC. Motivation or increased participation – mainly by students, pupils or children – are the

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[1] The five mentors responsible for this summarizing chapter 3 are Agneta W Flinck, Bodil Rasmusson, Lena Andersson, Per Wickenberg and Ulf Leo.

most frequently mentioned aims or purpose regarding CRC among the three P:s (see also section 2 below). Students, teachers and parents are the most common groups in primary and secondary schools. Focus is also placed on Teacher Training Centres with teacher trainees, principals and school staff.

Target groups	Teachers	Students	Principals/ School staff	Parents	Teacher Trainees
Purpose/aim					
Raising awareness	xx	xxx	x	xx	
Developing methodology and material	xxx	xxx			xx
Motivating and increasing participation	xxx	xxxxx	x	x	
Gaining knowledge	x	x	x		
Applying CRC	xxxx	xx	x	xxx	x
Changing attitudes	xx		xx		
Developing principals' leadership capacity			x		
Fostering critical thinking			*x*		
Protecting children from the ill effect of IT	x	x		x	
Transforming to Child Friendly Schools	xx	xx		x	
Reducing Truancy	x	x			

Table 1. Purpose and target groups of the Change projects. One change project can have more than one X.

2. The three Ps and levels of Participants and the Change Project

In this summary the three administrative levels of education in society have been used as one of the points of departure for the recruiting principles for the three participants forming the country teams in this ITP: the local school and community level; *the provincial/regional level;* and *the national/state level in society.* [2]

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[2] These words or concepts could be very different from country to country. The organisational principles of a state or a country - experienced, realised and learned so far - is very contextual. The same goes for Provincial and District levels in different countries.

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

The figure above helps to understand the complex processes of implementation of the application of CRC in the education sector at different societal-administrative levels and contexts in the different countries in this ITP. When starting to implement some new ideas and policy documents at the local level of society, you soon find that there already are existing social and professional norms, dedicated people and committed organizations (e.g. NGO:s) working with the issue at stake (forming the local undercurrent). The question is what happening and what has happened on each level is regarding CRC in the education sector when the change projects in this ITP have completed the first year of the change project and continue onwards. As previously mentioned, changing norms (legal, professional and social norms) can be viewed as *a key feature of capacity building* as well as the empowerment of excluded groups who are an important steering mechanism towards values, behaviors, attitudes and action patterns in society.

In this section which deals with the summary of the countries and the change projects, the mentors are using the well-known Convention summary - the 3 P s which

stand for *Participation, Provision and Protection* - as another point of departure and foundation on which to organize the material from the participating countries. These three categories of Ps are usually associated with Eugene Verhellen.[3] The mentors screen the countries with the CRC-3P s perspective in the ITP on Child Rights Classroom and School Management.

CRC-focus	Participation	Protection	Provision
Total	12	6	6

Table 2: The use of the three Ps in the Change projects in batch 13.

All projects in batch 13 have their point of departure in one, two or three Ps, more or less distinctive in the text. Five projects related to the CRC as such may refer to all the three Ps. Six projects refer clearly to Participation, one project to Protection *and* Participation *and* another one to Participation and Provision.

Positions of the Participants in the three socio-administrative levels
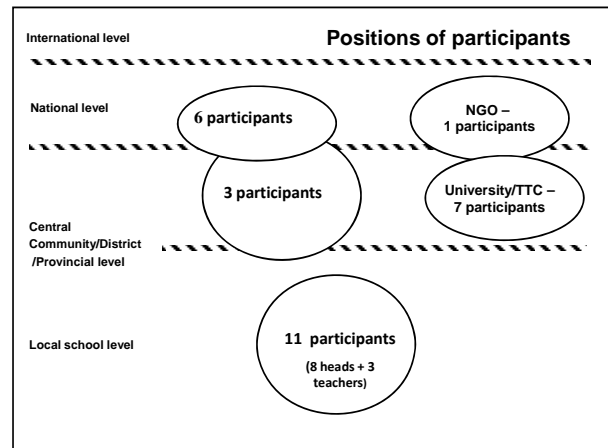

Figure 2: The change projects in batch 13 are active on two of the three levels: National/State; Provincial/Regional, Local School level.

3 Verhellen, E. (2000) Convention of the Rights of the Child: background, motivation, strategies, main themes. Bruxelles: Garant.

The change projects and the three socio-administrative levels

Positions of change projects

National level — 0 projects

Central
Community/District
/Provincial level — 2 projects
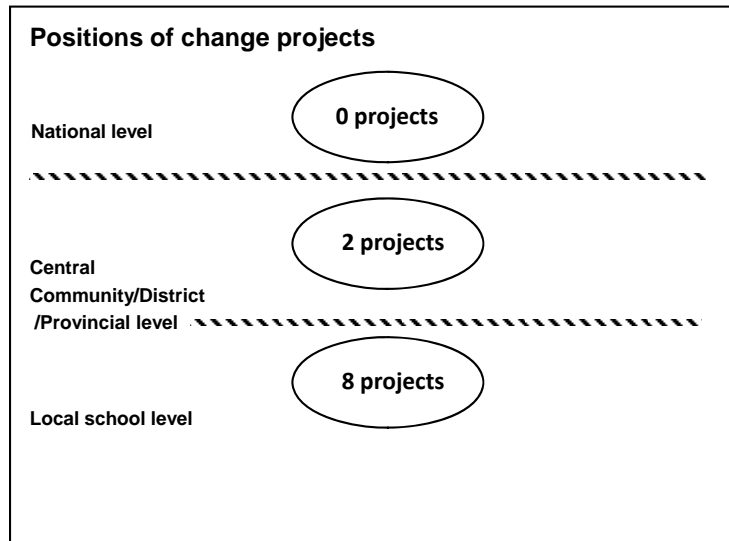
Local school level — 8 projects

Figure 3: The change projects in batch 13 are active on the three
levels: National/State; Provincial/Regional, and Local School level.

It is generally seen in this ITP that several pilot projects start at the local level in one
or a few schools in order to test the ideas with the intention to spread their experi-
ence to other schools when the pilot transitions to full scale. The position of the
projects in batch 13 can be compared to the distribution levels of participant repre-
sentation. It is often easier to start at place where one of the change agents, in this
case the headmaster/principal or a teacher, have easy access to start a change process.

3. Challenges

This section summarizes the different types or categories of *Challenges* which are
reported and emphasized in the 10 final reports in Batch 13. There are several chal-
lenges in all of the change projects. They are presented below in the categories found
to be most frequent. Comments by the mentors are included.

Change is slow - Resistance to change – Teacher-oriented methods prevail
The change agents often emphasizet that this challenge takes time. And we have
learned that it does. Of course it is not easy to change attitudes and action patterns
on every socio-administrative level. What we have seen over the past 8 years in
batches 1 – 13 is that the change agents continue to work on these changes in their
social context. In most cases they are making a difference over time. They get to-
gether in networks and support each other in their ongoing work. This is one of the

possible scenarios in the future for change processes of the CRC which takes place in the countries mentioned which are at stake. When teachers start to change their teaching methods they soon realize that their workload is reduced and that the teaching profession is a bit easier - and even more pleasant in the school environment. One way to overcome resistance and misunderstandings could be to involve teachers at all stages as a way of allowing them to share ownership of the project.

Lack of knowledge in, on or about CRC - Lack of awareness of curricula
At the onset of the change processes, lack of knowledge among target groups and stakeholders – and thereby also lack of awareness of the inner meaning and content of CRC – is a challenge for the participants. Why do they not understand? Why are they not aware of the curricula? These questions can be applied to almost all countries around the world.

In many cases, however, these challenges change when the change projects and the change agents have used training to obtain awareness among target groups and stakeholders. Training often contributes to increased understanding of the connection between theory and practice and the meaning of children's rights in accordance with the three P:s. This of course takes time but in almost all cases the activities make a difference in how the child is perceived and understood: a competent human being – as a child – participates in everyday life in his or her society.

Lack of resources (money) - Time (time required for change)
Lack of sufficient infrastructure facilities in schools can sometimes be a real problem. When this ITP started, we heard the following question quite often: How do you get money for the change projects? However, over time, we have instead heard this reaction more often: It is quite useful to see that money is not always the first priority when working on change processes. On the contrary: it is really good to realize that we could make a lot of changes in our school or district without more money! There is a lot to be done that does not require money – at least not initially. We have our human resources which can be used in efficient ways. Change agents sometimes have to explain for stakeholders that the projects are not funded and that the purpose of the change agents is not to just provide a bag of money.

A major challenge is, of course, to prioritize the time required to carry out the change projects. The change agents must continue with their regular work as well. On top of that comes the work with change projects. And this is a real challenge for the change agents! But after some time it would appear – according to what we have seen – that it works in any case. The change agents are highly motivated to make changes in the lives of the children in their vicinity. This is top priority for them.

Lack of support - Parents and other key persons are not participating
Support by principals/headmasters and other key persons, local leaders as well as parents is crucial for the change processes of CRC. Key people at the local social

level must be mobilized at an early stage. Patriarchal systems, traditional values and religious perceptions are in many cases major challenges. Children learn about their rights in school but are affronted with different norms and values at home. They learn that they have the right to be protected, but they can still experience abuse at home. Mobilizing parents, especially the fathers, is therefore essential. It is often easier to involve the mothers.

Language can sometimes be a barrier. In some countries PTA meetings held in schools are conducted in English (a set rule of the school). There are a lot of parents who do not and cannot express themselves in English. Under such circumstances the atmosphere can become very formal.

It is important to account for the time perspective – and to plan from the very start. If the change project has had key people set the foundation for change, it will be easier to get the support required by different dedicated and motivated actors. Over the years we have seen several good examples of different kinds of support which have made the changes sustainable. Continuity can, however, be threatened when there is a lot of turnover and transfers of principals and other staff members.

Discipline (by students)
This issue is quite often mentioned in connection to abolishing or prohibiting corporal punishment as a tool in maintaining order in the classroom or school - most often the last resort in maintaining order in the classroom. The solution is to find ways to replace different kinds of harsh or corporal punishment with the implementation of "positive consequences" when students break rules in class. Change agents have made several attempts at replacing old ways of punishment by using rules, norms and consequences agreed upon with the students, teachers and parents. Student mentoring has been another instrument used in the teaching-learning processes in an attempt to restore workable discipline or order in the classroom in a simple manner.

Way forward

This 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 planned actions could also be organized in categories, presented and discussed below. As seen in the final reports, the country teams in batch 13 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 initially planned to implement. Capacity building is also the most effective way to gain understanding and change attitudes. As indicated in Table 1, the training in most cases focuses on the students.

Develop material, tools and handouts
In order to obtain sustainable change projects, 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 for use in the future is also important for the teachers. The creation of materials, tools and handouts goes hand in hand with training and workshops.

Create resources
Under the heading Challenges it is clear that several teams experience a lack of resources as one of the major challenges. Since there is no money in the programme, everything must be acquired using contacts and the imagination of the team members. Final reports reveal, however, that very much can be done with very little. Sometimes money is not the key to success. Commitment and passion are essential ingredients.

Use of media
In a number of the participating countries the media has an interest in the education sector. This applies to newspapers, websites, radio and TV. Using the media makes it possible to reach many people who may be potential supporters of the change processes.

Reach out, scale up, and introduce new target groups and new stakeholders
There are several examples of plans to scale up the change project. Initially one or more schools/institutions have scaled up but plans clearly indicate that more schools/institutions will be included in the future. The manner in which to do this has not been finalized. Some of the change projects must be elaborated. Some projects are working to develop so-called model schools to provide good examples for others to learn from. The team members of batch 13 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 13 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 have already started or plan to continue working 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 the reasons of support, of resources and/or of scaling up and spreading the change projects. In several of the cases, contact has already been established and plans for expansion are being discussed.

Monitoring and evaluation

To make sure that the change project is developing in the right direction and that it will be sustained, monitoring is of utmost importance. Final reports do not often mention monitoring and evaluation as the way forward, but it is mentioned in the action plans and time plans. Evaluation for use in development, and not principally for control, is a must for sustainability.

4. Concluding remarks

There are clearly several passionate and committed team members in batch 13 who are real change agents and are ready to stay in their change project for some time to come. That alone fulfills the overall goal of the programme.

This is the second book published in this ITP programme. We therefore have reason to compare the analysis and the comments presented here with that of the previous batch (12). One difference is in the recruitment of participants. Batch 13 has more participants at the local level compared to batch 12, and this has also affected the orientation of the projects. Batch 12 had a wider span of projects between the three levels as compared to Batch 13 where most of the projects are only at the local level. The content and orientation of the projects have many similarities. Participation is the most frequent P of the three Ps used in the change projects in both batches. Some of the challenges are the same for the two batches but the following categories in Batch 12 could not be found in Batch 13: *Dealing with Displaced People, Change Agents have too little authority, Afraid of opening up (Lack of confidence among students), Exam orientation and Lack of educational arenas for CRC (early childhood and preschool).*

4. CONTACT DETAILS

For more information about the ITP on Child Rights, Classroom and School Management, please check the website

www.education.lu.se/sida/child

or contact

Lund University Commissioned Education
Phone: +46-462220707
Postal address: Box 117, 221 00 Lund, Sweden