LUND UNIVERSITY

Child Rights, Classroom and School Management

Change Projects from the International Training Programme Batch 15 - 2011b

Andersson, Lena; Wångdahl Flinck, Agneta; Leo, Ulf; Rasmusson, Bodil; Wickenberg, Per; Bryngelson, Andreas

2013

Document Version:
Publisher's PDF, also known as Version of record

Link to publication

Citation for published version (APA):
Andersson, L., Wångdahl Flinck, A., Leo, U., Rasmusson, B., Wickenberg, P., & Bryngelson, A. (2013). *Child Rights, Classroom and School Management: Change Projects from the International Training Programme Batch 15 - 2011b*. Lund University Commissioned Education.

Total number of authors:
6

General rights
Unless other specific re-use rights are stated the following general rights apply:
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.
• Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
• You may not further distribute the material or use it for any profit-making activity or commercial gain
• You may freely distribute the URL identifying the publication in the public portal

Read more about Creative commons licenses: https://creativecommons.org/licenses/

Take down policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

LUND UNIVERSITY

PO Box 117
221 00 Lund
+46 46-222 00 00

Change Projects from the International Training Programme

Child Rights, Classroom and School Management

BATCH 15

2011b

Child Rights, Classroom and School Management

Change Projects BATCH 15

Change Projects from the
International Training Programme

Child Rights, Classroom and School Management

Final Reports
Batch 15
2011b

ISBN: 978-91-980535-3-1
Lund University Commissioned Education
Postal Address: Box 117, 22100 Lund, Sweden, Phone: +46+46-2220707
Printed by Media-Tryck, Lund University, Sweden 2013

Contents

Preface 5

1. Introduction 7

2. Final Reports 15

Cambodia – Reviewing a monitoring tool to assess teacher trainees' application of the CRC in the classroom towards increasing students' participation 17

Egypt – Abuse in Kindergarten and Primary Schools 33

India – Applying crc for effective learning at school to overcome the negligence from home with special reference to tribal pupils in Government primary school, Edivanna Estate, Nilambur of Kerala state 47

Indonesia – Improving Students' Protection and Participation Through Child Friendly Classroom Management 65

Malawi – Students' Participation in Discipline Issues among Students in Secondary Schools: A Case of Malosa and Mulunguzi Secondary Schools 87

Mozambique – A New School 101

South Africa – Raising Awareness About the Impact of Drug-Abuse in Schools and the Role of School Based Youth Clubs in Reducing the Problem 115

Tanzania – Establishing Student Councils in Primary Schools in Tanzania 125

Uganda – Improving Solid Waste Management in Primary Schools in Kampala and Wakiso district, Uganda 145

Vietnam – Build up child-friendly learning environment by improving teachers and students' communication based on the Rights to Participation and Protection in CRC 165

3. Summing up 187

Preface

We would like to thank all change agents in Batch 15 who have participated in the international training programme on Child Rights, Classroom and School Management and contributed with a final report in this book. They have contributed to the initiation of changes aimed at the realization of the intention of the Child Rights Convention in policy as well as in practice in their respective countries; Cambodia, Egypt, India, Indonesia, Malawi, Mozambique, South Africa, Tanzania, Uganda and Vietnam.

Lund, April 2013

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

1. Introduction

In 2003 Lund University Commissioned Education was given the task, after public tender, to create and administrate a programme on "Child Rights, Classroom and School Management" following the provisions and principles contained in the UN Convention on the Rights of the Child (CRC), Sida's development policy on Education and other internationally ratified instruments in the areas of child rights and education. The programme was oriented to target persons holding a position from where they could initiate processes of change in their home countries. During the years 2003-2009 the International Training Programme (ITP) on Child Rights, Classroom and School Management was arranged 11 times with 330 participants completing it. Most of them are still working for child rights in their countries and have formed national and regional networks. In 2010 Lund University Commissioned Education won the contract in a new procurement for arranging the programme twice a year 2010-2012 with an option for another two years. The option won approval in 2012, thus the programme will continue until 2014. In 2011 the 14th and 15th batch started the redesigned programme and this book is one of the results of batch 15.

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 more than 100 change processes in the participating countries.

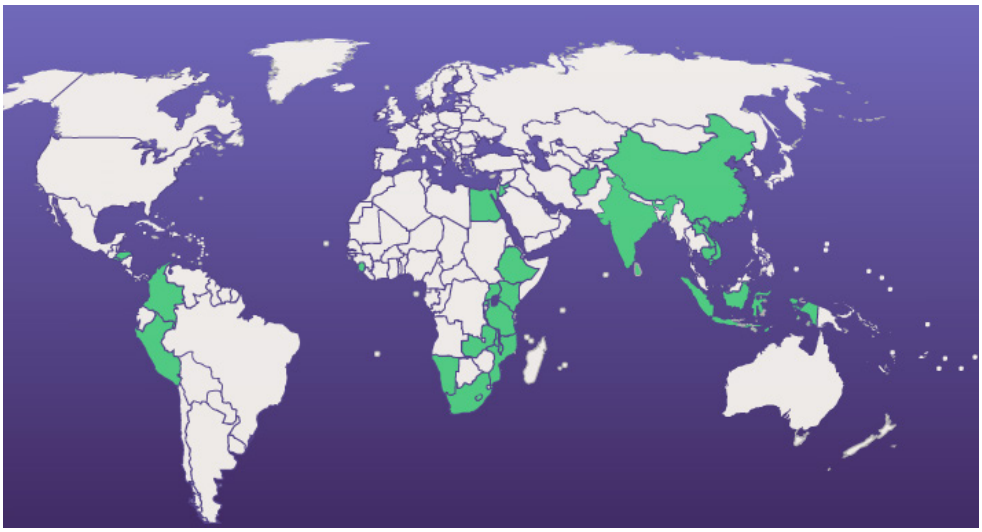


Figure 1: Countries with change agents and initiated change processes as a result of the Child Rights, Classroom and School Management programme

Contents

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

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

- Importance of problem-solving, critical thinking, participatory approach in the participants' context
- Education for Sustainable Development as a holistic approach where social, economic and ecological issues are integrated.
- Quality assurance as a method for continuous development and sustainability of change.

Target Group

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

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

At the local level: headmasters, inspectors and educational advisers who are working with development of methodology and management at school and classroom level in a number of schools (clusters);

At the regional level: officers and trainers responsible for educational activities at the district or province level;

At the national level: teacher trainers, headmaster trainers, staff at institutes working with educational development and at Ministries of Education. In addition to the above, the programme allows a member of the team to be part of the professional NGO staff working in the field of Education and Human Rights and based in developing countries. A mandatory prerequisite for all is a university degree or a teacher's training degree as well as at least five years work experience. Applicants from the following countries are invited to apply:

Africa: Burkina Faso, Egypt, Ethiopia, Liberia, Mali, Malawi, Namibia, Sierra Leone, South Africa, Tanzania, Uganda and Zambia

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

Latin America: Bolivia and Colombia

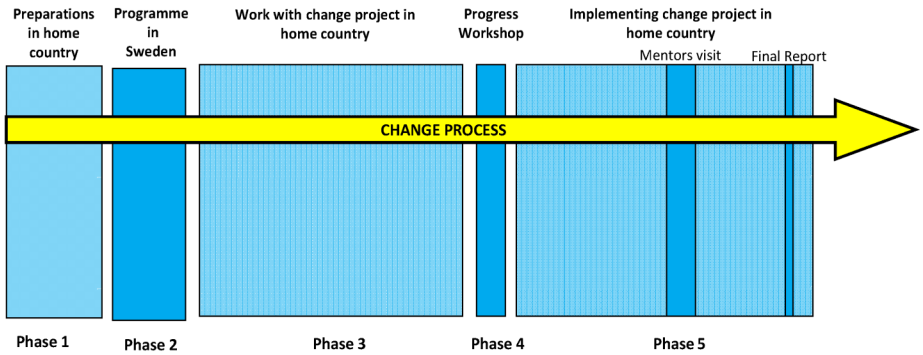
Participants and teams are selected with the thought in mind to optimize the outcome of the course and make the change processes sustainable. Countries are selected to participate on several occasions over the years. This means of participation of different teams from the same country over the years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

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

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

Programme Structure

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



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

A description of the different phases in the programme for batch 15 will follow.

Phase 1 – Preparations in the home country was when the participants contacted the other team members and former participants in the program. The team began to explore the work and implementation of the Child Rights Convention in their own country. According to assignments given, they also prepared the background information which contributed to the baseline of their change project. (July – September 2011)

Phase2 – Programme in Sweden lasted for approximately four weeks and consisted of child rights studies combined with study visits to relevant Swedish institutions and different schools. Interaction between the participants from the different countries added to the experience and increased the knowledge gained. The change project, which should have a high degree of practical relevance for the participants and their home organisations, is to be identified, planned and decided on and before the participants leave, they submitted a project plan. (September 12th – October 6th 2011)

Phase 3 – Work carried out in the change project in the home country with regular assistance from the team's mentor. The teams kept close contact with their mentor, the organisations and the stakeholders, and they also submitted a progress report. (October 2011 – February 2012)

Phase 4 – Progress workshop in Colombia 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. (March 11th – 21st 2012)

Phase 5 – Implementing the project in the home country with assistance from the mentor. After phase four in Colombia, 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. (March 2012 – April 2013)

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 15 are published in alphabetical order in this book. They represent different approaches to and topics on implementation of CRC with their points of departure in different actual problems in their respective countries. Common to all countries is that they have ratified CRC about 20 years ago. All states have, as a result, formulated laws, policies and programmes aimed at implementation of CRC and strengthening the position of children. However, there is still often a large gap between these good intentions and practice. The change project is trying to bridge this gap.
At the end of the book, the mentors in the ITP on Child Rights, Classroom and School Management from Lund University – Lena Andersson, Agneta W Flinck, Ulf Leo, Bodil Rasmusson, Per Wickenberg – reflect on the focus areas presented and the conclusions drawn by the participants and the country teams in their final reports of the change projects related to CRC.

2. Final Reports

Cambodia

Reviewing a monitoring tool to assess teacher trainees' application of the CRC in the classroom towards increasing students' participation

Mrs. Phan Sophea, Mr. Srey Soksaphat, Mr. Pich Hay

1. Introduction

After the country was completely destroyed by genocidal regime from 1975 to 1979, the Royal government of Cambodia has well understood that Child Rights is an indispensable element for the country development. In 1989, the convention on the Right of Child (CRC) became the first legally binding international convention to affirm human rights for all children. Since then the Convention has become the most widely ratified human rights treaty in the world. On 15 October 1992, Cambodia became a state party to the Convention and has ratified both of its optional protocols. The Royal Government of Cambodia has made strong commitment to protect and promote the rights of children as Education for All National Plan 2003-2015, Strategic Plan 2009-2013, Child Friendly Schools Master Plan 2007-2011, Policy on Education for Children with Disabilities 2008, Master Plan on Education for Children with Disabilities 2009. In order to reach MDGs target as well as to achieve Education for All goals 2015, child rights implementation in school is invaluable. Based on the high commitment mentioned above, the Royal Government of Cambodia has succeeded to overcome obstacles in implementing of CRC in many schools.

Noticeably, before acceding the convention on the rights of the child, Cambodia already have a disposal a member legislative instruments containing provision, relating to the protection of the rights and interests of children, and other instruments have adopted. The Royal Government of Cambodia places great emphasis on the implementation of child rights in education sector to ensure that all Cambodian children have an equal access to education with good quality. Having well understood the essences of child rights

convention in schools contributing to the country development, all teacher trainees in 18 Provincial Teacher Training Colleges (PTTCs) and 6 Regional Teacher Training Centers (RTTCs) nationwide must study topics on Child rights, especially focused on (protection, participation and provision), women rights, gender, child friendly school, multi-grade, and inclusive education. In other words, Child Rights is a compulsory topic for all primary and lower secondary school teacher trainees with the expectation that they will apply what they have learnt in the real classroom.

PTTCs provide a two-year training course to primary school teacher trainees while RTTCs provide a two-year training course to lower secondary school teacher trainees. Most importantly, all teacher trainees must pass the entrance examination before coming and studying at PTTCs and RTTCs. They study there for two years and after finishing their study, they must go to teach in their hometown. It is obviously seen that child rights, women rights, gender, child friendly school, multi-grade, and inclusive education are common subjects or topics for all trainees including trainees in Phnom Penh RTTC. Specifically, on Child Rights topic, there are 45 hours at PTTCs and 33 hours at RTTCs for a two-year training program. In other words, all trainees nationwide must have knowledge and understanding of those topics before starting teaching career in primary and lower secondary school. However, students are still seen as having few opportunities to express their voices and ideas in classroom and school. They are yet to receive support or encouragement to express their ideas and opinions on matters concerning their livelihood. Consequently, they are less confident to demonstrate their point of views, and usually consider their ideas as not well valued. The implication is that teachers just have knowledge and understanding of the CRC but they do not translate or put CRC into practice or in classroom.

2. Frame of reference

Teacher Training Department is one of departments under the Ministry of Education, Youth and Sports, manages primary school teachers and lower secondary school teachers in the whole country. It consists of five offices namely, Pre-service, In-service, Distance Learning, Planning and Pedagogical Research, and Administration and Student Management Office. Teacher Training Department is the primary agency responsible for training school directors and teachers for in-service and pre-service training of pre-school, primary and lower secondary school teachers. Teacher Training Department supervises teacher training in 6 Regional Teacher Training Centers and 18 Provincial Teacher Training Colleges and Pre-school Teacher Training Centre in the whole country in Cambodia.

Supervising trainees practice their teaching is done in three level which are national, provincial and school level. National level is done by Teacher Training Department; provincial level is done by Provincial Education Office; school level is done by Provincial

Teacher Training College or Regional Teacher Training Centre. Teacher Training Department supervises both year 1 and year 2 teacher trainees practice their teaching two times per every year nationwide. Noticeably, teacher trainees practice teaching for four weeks in year 1 and 8 weeks in year 2.

Teacher training Department has monitoring tool and use it for assessing teacher trainees' teaching performance in the real classroom during training program. We found out that the used monitoring tool (Appendix 1) does not cover the CRCs which is an indispensable element for developing children as individual and society as a whole as stating in Article 29 of the CRCs "the education of the child shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential" (Unicef, 2007.p. 407).

Realizing the issues of difficulty teacher trainees may have in application of the concept, we, the participants of batch 15, set up the project of reviewing a monitoring tool for ensuring that teacher trainees apply what they have learnt about the CRC in RTTCs or PTTCs in the real class. This helps to increase students' participation in classroom activities and school to bring about development and prosperity to the country since in the future they will become fathers, mothers, good citizen and also leaders. Consisting of Ms. Phan Sophea and Mr. Pith Hay who are technical officers from Teacher Training Department and Mr. Srey Soksaphat who is a trainer from Phnom Penh RTTC, we are, only the third team from Cambodia to participate in SIDA Advanced International Training Program. Its objective is that changes will take place that contributes to the realization of the intention of the Child Rights Convention in policy as well as in practice. We strongly believe in the SIDA' notion of "give and gain" and will work closely with other two team of change agents from our country to engage in the project that serve the best interest of children and to have sustainability of this project change.

Noticeably, the difference between training program at PTTCs and RTTCs is specialized subjects in which teacher trainees must study and the similarity is common or major subjects in which teacher trainees must study, so even though pilot in RTTC, it will be applicable in PTTCs.

3. Purpose

In our project, the purpose is to review a monitoring tool which can be used by the Teacher Training Department for monitoring primary and lower secondary school teacher training program. The existing tool does not focus deeply on the CRC so that trainees do not place great emphasis on it. It is believed that the reviewed tool will help to understand to what extent trainees apply CRC in the classroom and encourage trainees focus much more on the CRC in classroom and school. Consequently, teachers will ensure that boys and girls equally contribute to learning activity, teachers engage

students in asking questions and giving answers, and teachers do not use corporal punishment, thus encouraging students to participate in class.

Our aim for this new monitoring is to implement it nationwide. If we get approval from the director of the Teacher Training Department, we will use the reviewed tool to supervise trainees practice teaching in all training centers and colleges nationwide.

This project involves various stakeholder groups. First, we are going to work with directors or deputy directors of Teaching Training Department, Phnom Penh Regional Teacher Training Centre, and practice schools, which are in all teacher training centers and colleges. We will give their approval for implementing our project with sustainability and success. Second, Inclusive Education working group (IE TTD), teacher trainers and inspectors will review the monitoring tool and also support use of the tool after it has been validated through our study (Appendix 2). Noticeably, Inclusive Education working group consists of 5 trainers from Teacher Training Department, 3 trainers from Primary Education Department and 1 trainer from Curriculum Development Department. Its main responsibilities are to develop a manual with facilitator guide for a 5-day basic course in Inclusive education for all teachers and develop two short-term specialized courses in teaching low-vision print users and students with mild intellectual disabilities. The basic course is to provide basic information about disability to help regular education teachers to welcome students with disabilities in their classroom so that non-disabled students will learn from their behavior and accept them and become friends with them. Third, all these stakeholders will support us to use the tool after getting approval.

Phnom Penh Regional Teacher Training Centre (Phnom Penh RTTC) is situated in Phnom Penh, the capital of Cambodia and built based on the letter N^0 137 SSR dated on 06 August 1984 of the Council of Ministers for training lower secondary school teachers. In 2010-2011 schooling year, there are 62 trainers work for the Phnom Penh RTTC and 418 teacher trainees come from 6 different municipalities/provinces in the country, namely Phnom Penh, Streng Treng, Rattanakiri, Mondulkiri, Preah Vihear, and Koh Kong. All teacher trainees must do their practicum in application school called Anuwat School during a two-year training course. The Phnom Penh RTTC campus consists of one Anuwat school where lower secondary school pupils study and teacher trainees also do their practicum both in Year One and Year Two after receiving teaching theories.

3. Activities

The goal of this project is to develop monitoring tool which can be used by the Teacher Training Department to assess teacher trainees' application of the CRC in the classroom towards increasing students' participation. To achieve this goal, following activities are

already done from December 2011 to February 2012. The activities include meeting with authority and stakeholders; developing the monitoring tool for CRC implementation; monitoring and evaluation of students' participation in classroom activities and school using new tool; meeting teacher trainees to get feedbacks and analyzing the feedback and finalize the tool. The monitoring tool is reliable, useful and applicable to the school.

Outcome 1: All relevant stakeholders place great emphasis on CRC especially participation of students in classroom activities and school and also in developing tool for monitoring.

Activity 1: Meeting with authority and stakeholders

Before implementing the project, the first thing to do is to get approval and participation from authority and stakeholders in which two meetings have been held. One meeting has been held with participation from authority and another one with participation from stakeholders. Our authority in this project is director of Teacher Training department (TTD), Phnom Penh RTTC and Anuwat School. The meeting was held on 19 December 2011 with participation from director of TTD, Phnom Penh RTTC, and Anuwat School. During the meeting, we presented the main concepts that we have learnt in Sweden and informed them what our project was. The TTD director was enthusiastic with the project and suggested that the project plan should make some changes so that it can be applicable, measurable and sustainable. He mentioned that in order to have observation form used by all concerned people effectively, the observation form should be validated by implementers. All participants agreed with his comments. Most significantly, the director of TTD, Phnom Penh RTTC and Anuwat School approved on the initiative of this project.

The second meeting was held on 23 December 2011 after getting approval from the directors. The previous change agents, IE TTD working group, inspectors and teacher trainers participated in that meeting. Similar to the first meeting, we presented what we have learnt in Sweden. Besides, we informed them that we got approval from the directors. Most importantly, we showed our project plan and asked them for their participation. Few participants raised their concerns on the quality of the monitoring tool and capacity of users. We decided that we would put it into consideration during developing the monitoring tool.

Outcome 2: Monitoring tool for CRC implementation is developed by Teacher Training Department, teacher trainers and inspectors and is approved and used by Teacher Training Department will be developed by TTD, RTTC trainers and inspectors to monitor the training program at the Regional Teacher Training Centers and Provincial Teacher Training Centers.

Activity 2: Reviewing a monitoring tool for CRC implementation

Activity 2.1: Reviewing a monitoring tool by the change agent

After getting approval from the directors and agreement to participate from stakeholders, our team developed monitoring tool. First, we collected all existing tools used for monitoring teacher trainees' teaching practice. Next, we got individual comments on existing tool and decided what our new monitoring tool would look like. We decided to put 3Ps in the new tool since teacher trainees know the CRC, so it is necessary to link the theory or knowledge to application. Then, we met and reviewed the monitoring tool together.

Activity 2.2: Consultative workshop on reviewing the monitoring tool

Consultative workshop on reviewing the monitoring tool for CRC implementation in relation to students' participation in classroom activities and school was held on 30 January 2012 at Teacher Training Department. There were 15 participants totally. They were the Inclusive Education working group, inspectors, teacher trainers and change agents. They gave the comments on the format and contents of the classroom observation form for evaluation teaching practice of teacher trainees. There were few suggestions that the language used in the classroom observation form should be simple, clear and tangible.

Activity 2.3: Monitoring and evaluation of students' participation in classroom activities and school

After training in Sweden and follow up in Colombia, we went to practice school which is our pilot school to observe teacher trainees practice their teaching on 16 May 2012. Through observation we found out that teacher trainees apply student-center approach. Teacher trainees set activities for students doing it in the classroom and ask students to do activities in group and individually. However, there are a large number of students in each class (about 50-60) so it is hard for the teacher trainees to pay attention and make students involve in learning activities.

Activity 2.4: Getting and analyzing the feedback and finalizing the monitoring tool

After observing the teacher trainees teach in class, we explained the purpose of reviewing the new monitoring tool. Then we divided them into a group of five and provided them the monitoring tool to discuss what to improve, change or add. It is noticeably that the comments which they made were emphasizing or giving details on the statement mentioned in the tool.

After observation and getting feedback from the teacher trainees, we come together on 8 August 2012 to collect all the comments and go through each individual comment. We took only the comments which were relevant, realistic and practical.

4. Results

The reviewed tool is done based on Cambodian context and is also aligned with article 28 and 29 of the CRC (Appendix 3). The table below shows changes in monitoring tool which have been made.

From	**To**
• neglect	• welcoming
• acceptance	• decision making
• tense	• friendly and safe
• talking	• doing/experiencing
• ignorance	• participatory

5. Discussion and Reflection

We are satisfied with what we have done that is the monitoring tool is reviewed even though we face some challenges during the project implementation. The main challenge is that as change agent we have no authority and power to make decision or implement the project. It takes time to get approval from leaders or authorities. Another challenge is that it is hard for us to find appropriate time for us and other concerned

people. However, there is an advantage for us since we all work in the same area which is teacher training. Two of us (Sophea and Hay) come from national level that is Teacher Training Department and one of us (Sophat) comes from school level that is Regional Teacher Training Centre. We have good time together when we implement the project. When we come to school, teachers are welcoming us. Once time, Sophea said "it is marvelous to attend the course and to work with the team". It is not different for Hay and Sophat they also mentioned that they have learnt a lot from the course as well as the team. We are together to implement the project as well as to learn from each other as individual and a group.

6. Way Forward

The new monitoring tool will be piloted and submitted for approval. After getting approval, the new tool will be used by Teacher Training Department for monitoring teacher trainees practice their teaching for primary and lower secondary school teacher training program at Provincial Teacher Training Colleges and Regional Teacher Training Centre nationwide. Remarkably, our mentor, Lena, came to Cambodia in January to see the change agents and discuss the establishment of networking in Cambodia. All batches attended the meetings and did it as on the agenda. The positive outcome is that we established networking in Cambodia. Since members of the change agents come from different level namely national level and provincial level and the project implementation is in that two places we decided to set up two networking which one is in central level and another one is in provincial level to coordinate and facilitate. We hope that the initiative of the CRC and the CRC implementation in education will be better and stronger through networking of the change agents.

List of References

Teacher Training Department, (2011). *Teacher Training Curriculum For Lower Secondary School Teachers*. Ministry of Education, Youth and Sports

Teacher Training Department, (2011). *Teacher Training Curriculum For Primary School Teachers*. Ministry of Education, Youth and Sports

Teacher Training Department, (2011). *Classroom Observation Form*. Ministry of Education, Youth and Sports

Teacher Training Department, (2011). *Classroom Observation Form For Monitoring Implementation of Grade 1 Curriculum Standards and Inclusive Education.* Ministry of Education, Youth and Sports

Teacher Training Department, (2011). *Quality Assurance System For Teacher Training Institution.* Ministry of Education, Youth and Sports

Unicef, (2007). The Handbook of Child Rights Implementation.

Appendix 1

Kingdom of Cambodia

Ministry of Education, Youth and Sports **Nation Religion King**

Teacher Training Department

Classroom Observation Form

For Evaluation Teaching Practice of Teacher Trainee

Provincial Teacher Training College/Regional Teacher Training Centre: ……..

School ……. Name of Teacher Trainee ……. Sex ……..

Subject …….. Grade ……. Total Students …….. Female……..

Name of Teacher …… Sex ……... Name of Teacher Trainers…… Sex……..

No	Contents	Identified Score	Actual Score	Remarks
I	**Characteristic of teacher trainee**			
1	Proper clothes (tuck shirt into trouser, not fold sleeve…)			
2	Proper behavior (seating, standing, speaking...)			
3	Punctual (starting and finishing lesson hour)			
4	Good relationship with school director, teachers and other trainees			
5	Clear voice and speak at the right pace			
6	Be present and regular			
7	Showing enthusiasm for teaching which attracts students to learn			
II	**Administrative work**			
1	Classroom is clean			

2	Arrangement students' seat properly			
3	Checking students' attendance and writing it on the white board			
4	encouraging students to learn actively			
5	There are decorations and displays on the walls			
III	**Teaching of trainee**			
1	Preparing lesson plan			
2	Identifying objectives of lesson plan			
3	Implementing the lesson plan			
4	Assigning learning activities			
5	Using questions			
6	Using teaching material			
7	Support for slow learners			
8	Classroom environment and encouragement			
9	Strengthening knowledge			
10	Assigning homework			
IV	**Trainee' s Relationship**			
1	with school director			
2	with teachers			
3	with teacher trainees			
4	with students			
5	with parents association			

Conclusion

A. Strengths

……
……
……
……
……

B. Weaknesses

……
……
……
……
……

C. Recommendation

……
……
……
……
……

……..Date ……

Name and Signature of Teacher Inspector

…….

Appendix 2

Kingdom of Cambodia

Ministry of Education, Youth and Sports **Nation Religion King**

Teacher Training Department

Questionnaire for Validation of Monitoring Tool

Provincial Teacher Training College/Regional Teacher Training Centre: ……..

Name of Teacher Trainee …….. Sex …….. Year ……..

1. Which items do you think give the most information about your implementation of Child Rights Convention in the classroom?

   ……
   ……
   ……
   ……

2. Which items do you think give the least information about your implementation of Child Rights Convention?

   ……
   ……
   ……
   ……

3. What would you change in these items?

   ……
   ……
   ……
   ……

   What other questions or observation would we add that would help to show your implementation of Child Right Convention?

   ……
   ……
   ……
   ……

Appendix 3

Kingdom of Cambodia

Ministry of Education, Youth and Sports **Nation Religion King**

Teacher Training Department

Classroom Observation Form

For Evaluation Teaching Practice of Teacher Trainee

Provincial Teacher Training College/Regional Teacher Training Centre: ……..

School …… Name of Teacher Trainee …… Sex ……..

Subject …… Grade …… Total Students …….. Female……..

Name of Teacher …… Sex …..... Name of Teacher Trainers…… Sex……..

No	Contents	Identified Score	Actual Score	Remarks
I	**Characteristic of teacher trainee**			
1	Proper clothes (tuck shirt into trouser, not fold sleeve…)			
2	Proper behavior (seating, standing, speaking...)			
3	Punctual (starting and finishing lesson hour)			
4	Good relationship with school director, teachers and other trainees			
5	Clear voice and speak at the right pace			
6	Be present and regular			
7	Showing enthusiasm for teaching which attracts students to learn			
II	**Administrative work**			
1	Classroom is clean			
2	Arrangement students' seat properly according to			

	subject and activities taught			
3	Checking students' attendance and writing it on the white board			
4	Involving all students by rotation (or in turn) in tasks to help teacher, eg. cleaning the blackboard, distributing books			
5	There are decorations and displays on the walls			
III	**Teaching of trainee**			
1	Preparing lesson plan			
2	Identifying objectives of lesson plan			
3	Implementing the lesson plan			
4	Assigning groups balanced for gender and ability			
5	Linking learning activities to students' daily lives and situation of the local community			
6	Providing opportunities for all students contribute to learning activities			
7	Using questions (questions are matched with students' understanding and lesson contents…)			
8	Using teaching material			
9	Support for slow learners			
10	Classroom environment and encouragement (using polite language and soft words, listening to students' opinions…)			
11	Strengthening knowledge			
12	Assigning homework			
IV	**Trainee' s Relationship With Students**			
1	Trainee knows the names of all students and calls them by name			

2	Trainee uses polite languages at all times when addressing students and does not shout at students			
3	Trainee encourages students to ask for help in class			
4	Trainee encourages participation of all students equally without regard for poor students			
5	Trainee encourages participation of all students equally without regard for girls			
6	Trainee encourages participation of all students equally without regard for disabled students			

1. How do you (trainee) encourage students to participate? gives me some examples.

……
……
……
……
……
……
……

2. Do you (trainee) punish any students who behave improperly such as chatting or playing with other students while you are teaching? What punishments do you use?

……
……
……
……
……
……
……

3. What do you (trainee) do if you see any students use violence or abuse other students in classroom?

……
……
……
……
……
……
……

4. Do you think physical or emotional punishment is a better way for helping student to learn than encouragement or guidance? gives your reasons.

……
……
……
……

5. What would you do to improve your teaching of this lesson in order to make opportunities for all students to participate?

……
……
……
……

Conclusion

A. Strengths

……
……
……
……
……

B. Weaknesses

……
……
……
……
……

C. Recommendation

……
……
……
……
……

……..Date ……

Name and Signature of Teacher Inspector

…….

Egypt

Abuse in Kindergarten and Primary Schools

Samar Mustafa Taha Mustafa, Mona Mahmoud Hassan Gad, Mustafa Mahmoud Hamdi Hassan Allethi

1. Frame of Reference

Introduction

Abuse against children is spread worldwide and its results and bad effects affect all peoples, so it is of a great importance to consider it locally, regionally and internationally and we have to put an end to abuse with all its different shapes and types which in turn will lead to a good reflection upon the children`s behaviour during their current and future lives then upon their families and societies.

So, the convention on the rights of the child has been ratified as it is one of the mostly accepted treaties all over the world and we have to make it in progress to achieve the good values and the 3 Ps. In accordance to THE CRC articles that are related to this topic No. 2,3,19,24,25,26,27,28,31 and 36.

On the local level in Egypt, there has been the ministerial decree No.591 in 17th. Nov.1998.about preventing abuse in schools.

We also have great efforts done in this respect in Egypt with the help of UNICEF e.g. (Psychological and Emotional Guide). On the regional level, there has been a research on abuse in schools with its different forms done by (UNRWA) United Nation Relief Works Agency.

CRC and the 3Ps.

- Provision (Food – Health – Education ……etc.
- Protection (maltreatment – neglect – all forms of exploitation).
- Participation (Right to act – Right to be involved – Decision Making)

Now, the 3Ps will be addressed in our project, first we are implementing in a kindergarten school and two primary schools that is going on through different activities and practices to get to our desired outputs and outcomes.

Baseline

As an Egyptian Team, we have started our project in the light of CRC and the Ministerial decrees in progress to prevent abuse in Kindergarten and Primary schools.

2. Purpose

Our Purpose is to stop abuse in Kindergarten and Primary schools.

Reducing violent behavior in our target areas Kindergarten and Primary schools

Violence exists in schools, institutions and in the streets; children suffer from violence at home, within their families, and from other children. Violence does not often cause visible effects; however, it represents one of the most dangerous problems which affect children nowadays.

Those who inflict violence might not truly consider their aggressive acts as being violent, and they might even regard them as essential punishments. Moreover, the attacked child might feel shy or guilty, thinking that he deserved the violence, which leads the child most of the time to avoid speaking about the situation.

This can also affect the children's health, their studying ability or even their willingness to go to school; it might also lead them to escape from their homes, which makes them subject to more dangers. Moreover, violence destroys the child's self-confidence.

Although society is essentially a source of protection and a means of collaborating for the benefit of the child, it can also be a place of violence – including violence between class-mates or siblings – and it might be related to the scenes of violence, as in the mass media and the new technologies of information and communication.

Overall Goal:

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

Expected outcomes and outputs:

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

- Awareness of the CRC.
- Meeting the stakeholders.
- Setting & establishing the emotional education for the KG & Primary children.
- Training the teachers on the importance of school to children.

Teaching the Educators about the features of KG & Primary ages

- Applying and using different strategies to amend the undesired behaviour and acquiring new positive one.
- Educators will be able to watch children in classes and their behaviour.
- Training the teachers on the different strategies of classroom management.

Presenting the different elements or ways of good communication

- Reducing the abuse behaviour of KG & Primary school children.
- Children can participate and be involved in personalizing abuse and its shapes
- Supporting the good behaviour of children

The Stakeholders

- School Management.
- Board of Trustees.
- Parents.
- Psychological Specialist.
- Social Specialist.
- The Nurse of the school.

So related to what is to be different and changed is to get children who have a balanced and moderated behaviors and dealing with each other in a good manner, respecting each other, considering the other`s points of views and are able to face the new society that is based on freedom and democracy which we are seeking in our societies.

3. Methodology & Activities

We have applied the project in three different schools. In a KG one and in two primary schools.

3 A. Methodology & Activities at the kindergarten School, Al-Mansoura Experimental Language Preschool

Special objectives for preschool, built on the common expected outcomes and outputs:

1. Spreading knowledge about the rights of children in the preschool phase;
2. Inculcating emotional development in the preschool child, and directing attention to this kind of development;
3. Satisfying the mental, physical and social needs of preschool children by creating activities which aim at meeting these needs;
4. Preparing activities which support the emotional aspects in children and which can be used by the teacher to execute in the daily program;
5. Providing teachers with skills to use strategies to change or eliminate any bad behavior of the children and replace it with positive behavior;
6. Appreciating the importance of individual differences among preschool children in their various forms;
7. Preparing activities to reduce any violent traits of preschool children.

First Stage: The condition of the preschool before applying the program of change

Through observation, the following were noticed:

1. The existence of problems resulting from violent conduct among the children;
2. The existence of problems among the teachers and the administration of the school/preschool;
3. The use of wrong educational methods by some preschool teachers in dealing with the children;
4. The lack of participation of the parents in the activities presented to the preschool children;
5. The absence of appropriate educational activities to amend the children's violent behavior.

Second Stage: Applying the program

1. A meeting was held with the general director and administration of the school to present the project of change: Reducing violent behavior in the preschool phase in the

light of The Convention on the Rights of the Child. Accordingly, a work shop was held for the preschool teachers about the method of carrying out the guidelines of The Convention on the Rights of the Child.

I discussed the importance of preschool for children. Moreover, the discussion considered what the phrase 'a preschool that children love' meant.

2. A questionnaire was prepared to measure the intellectual requirements needed to reduce violent behavior in the preschool stage on the part of the preschool teachers. It comprised three fields:

- The teacher's knowledge about the rights of the child;
- The teacher's knowledge of the specific attributes of the phase;
- Knowledge of violent behavior, its motives and its influence upon the child.

Sample from the questionnaire:

My dear teacher, you have much experience in dealing with children; what do you think, considering one point at a time, should be available in a school that children love?

The terms related to the physical environment: the appearance of the preschool and its buildings – the furniture – the cleanliness of environment – the availability of a suitable place for children – the number of children in a class, etc.

- .....

The terms related to the preschool: what are the elements that should be available in the preschool which would lead to a system that the child prefers, and so make him love his preschool?

- .....

The terms related to the relationship between the teacher and the children: what should the teacher consider while dealing with the children as a whole to create an environment which would help the children love their preschool?

.....

The terms related to the relationship among children in the preschool: what is the expected relationship that upholds the slogan of a preschool that children love?

The results were as follows:

- There was an absence of dialogue or effective communication with the children;
- There was a lack purposeful activities that aimed at utilizing the excessive energy of the children;
- There was a lack of effective communication with the family and the local society;
- Some incorrect methods were applied on the part of the parents or teachers.

3. A workshop was held on the importance of emotional education during this stage to handle points of weaknesses in teachers. It aims at developing feelings in a way that would lead to establishing positive relationships with others and with life in general.

Sample from the workshop:

Dear teacher, please tick the box which represents the way you use each of the methods stated in the following table:

	Method	I never apply it (1)	I rarely apply it (2)	I apply it sometimes (3)	I always apply it (4)
1	Total control				
2	Overprotection				
3	Negligence				
4	Spoiling				
5	Blaming				
6	Strictness				
7	Inconsistency				
8	Discrimination				

After having estimated yourself, propose some suggestions promoting the attitude the teacher should have when bringing up children, and try to answer this question: what should the teachers who got grade (4), which means that they use one or more of the previous methods in dealing with children, do? Help yourself and others by adding some suggestions according to the following table:

	Method	Suggestions
1	*Total control*	
2	Overprotection	
3	Negligence	
4	Spoiling	
5	Blaming	
6	Strictness	
7	Inconsistency	
8	Discrimination	

4. A meeting was held with the parents, the administration of the preschool and the teachers to explain the usual attributes of development in the preschool stage, while taking individual differences into account, with the aim of establishing a good relationship with the children in order for the children's emotional development to be sound.

Emotional education is directly associated with understanding the age specific attributes of the child, since understanding the age specific attributes help us to play an appropriate educational role. The way the emotional side of our children is developed,

by considering different age specific attributes, was also discussed. Considering the age specific attributes and associating them with our educational role in the preschool (regarding the relationship between the teacher and the child, and regarding the choice of appropriate and effective educational methods for children of this age) will help to achieve effective emotional education and also reduce violence.

Sample of questionnaire:

Dear teacher, the following table will help you to discover your educational role by giving you a deep understanding of the age specific attributes of the children: Provide a summary for each group of attributes, using clearly defined points;

- Provide your suggestions for the educational role that would support the development of these age specific attributes, using clearly defined points.

	Attributes	Summary of attributes	Suggested educational role
1	Physical development		
2	Emotional development		
3	Social development		
4	Language development		
5	Knowledge and intellectual development		

5. A workshop was held with teachers and parents to determine the causes of violent conduct and present novel strategies and activities related to the syllabus studied in the preschool in the fields of: physical education – performance techniques – scientific concepts – religious and social concepts, to reduce violent behavior.

The behavior of children was observed, the undesired behavior was determined and its causes were identified after communicating with parents and the psychologist at school; the undesired behavior was reformed by providing suitable activities to help reduce it.

	Undesired behavior	Its causes according to your viewpoint	Educational suggestions for reforming it
1			
2			
3			
4			
5			

Some activities which meet the essential needs of children were actually carried out; they included the following:

- Enhancing the child's feeling that he is important;
- Enhancing the child's self-confidence;
- Supporting the child's needs for curiosity, knowledge and love of play;
- Being just towards children according to their abilities;

6. Seminars were held with teachers about the way the preschool classrooms should be managed to reduce violence. Some points were accordingly identified for the purpose of the teacher's success in managing the educational situation so as to reduce the application of violence towards the children in the classrooms; they included the following:

- Determining the aims that the child should achieve daily in a form that can be evaluated;
- Preparing the activities classroom (the seating arrangements, audio-visual methods, advertisement board, etc.);
- Keeping discipline and good conduct inside the classroom by determining work rules, encouraging the children's participation in enforcing them, providing incentives, classifying children into work groups and assigning each group a specific responsibility, such as cleaning committees – discipline committees – the protection of tools – the upkeep of plants, etc.
- Being aware of the importance of positive time management inside the activity classrooms;
- Classifying children into groups and changing their roles in the groups during the activities.

7. Workshops were held to activate good communication among the preschool teachers, children and parents, by allowing parents to participate in some activities in the preschool which would lead to the reduction of any violent conduct of the children.

8. Preschool children were encouraged to participate in creative activities through the cooperation between the preschool and the exploratory center for sciences, in addition to frequent workshops being held for children who suffer from violent behavior towards their class-mates, in order to direct their thoughts in a positive way and for the child to exploit their excessive energy and latent abilities in making creative artworks etc,. Follow up was maintained on the part of the parents and the supervision of the class teachers.

9. Procedures were designed to observe the child's behavior in the preschool, analyze the results with the preschool psychologist and, in turn, formulate a program to improve the child's behavior.

10. A magazine was designed by the preschool teachers, the psychologist and the school doctor to spread awareness of the rights of children and reduce any violent behavior in the preschool.

3 B. Methodology & Activities at the first primary school, Atef Sadat Primary

Firstly: current situation found:

1. Existence of problems among students
2. Existence of problems between teachers and students
3. Existence of problems between teachers and school Administration
4. Lack of activities
5. Existence of aggressive behavior

Secondly: efforts dedicated for change:

1. Good observation for children's behavior as well as teachers' and what the school administration do to face violence.

2. Getting all of the involved aware of the ministerial decree relating to preventing violence against children at schools.

3. Holding symposiums and seminars for teachers to get them aware of the importance of good communication with all stakeholders at all levels.

4. Spread the culture of CRC and the importance of activating the agreement of preventing abuse.

5. Encourage and increase activities at schools especially those which limit the aggressive behaviors among children.

6. Encourage children to take part at all activities and awarding them.

3 C. Methodology & Activities In the Second primary school Misr Al-Hurra Integrated Distinct Experimental Language School

I have gone to school after having the MOE Security agreement, launched and spread the culture of the project, then prepared for a meeting with The Board of trustees and parents , I also had a meeting with the school staff and spread the culture of CRC and presented my project as well as the working plan with both the school staff and the board of trustees then began to get the solutions from parents and teachers.

We had a meeting with both the social and psycho specialists in the school and discussed the best ways of decreasing the abuse inside school. During the following visit to school I began taking down notes about the different behaviours of both the teachers and the learners inside the school and the way the teachers are treating the children inside and outside the classroom.

We trained the teachers on the different methods and activities, some of the CRC articles, the 3Ps and how they could achieve them.

We also asked the teachers to do the Norms sheet or agreement sheet and hang it inside the class as well as the features of the average age of the children in the primary stage.

We did a workshop with the teachers to design some activities to support the inner psychological sides and discussing them.

We discussed the different ways of discovering the individual differences and how they can support those who have special needs e.g. both the slow learners and the talented learners i.e. getting special programs for them.

A workshop on the best ways of direct communication between learners and teachers to remove the psychological hinders and fears between them.

We also trained the teachers on the best ways of the classroom management.

We trained the teachers on the best strategies to manage the class and how to save and provide the learners I mean activate the first P (provision) with the best circumstances that is suitable for Learning environment.

A workshop on how to apply these strategies inside classes , making class visits to see what have been changed then asked to have a meeting with parents to see the changes in their children`s behaviours.

4. Results

The Indicators we began to see are as follows:

4 A. Results at the Kindergarten Al-Mansoura Experimental Language Preschool

Third Stage: The achievements

The activities carried out by of the preschool teachers and parents in implementing the project of change: Reducing the violent behavior of the child in the preschool phase:

- The children's desire to participate in the exploratory center for sciences was increased;
- Treatment programs by the preschool teachers and psychologist were presented;
- Continuous cooperation among the preschool administration, teacher and parents was established to provide the child's needs to reduce his violent behavior;
- Cooperation with centers and social services to reduce violence was encouraged;
- The negative attitude of the violent child was successfully changed into a positive one.

Procedures need to be carried out

Training programs should be prepared to encourage the edification of the child and reduce a child's violent behavior in the nurseries. These should be implemented in the majority of the pre-school establishments, under the supervision of the relative authorities.

1 – There are particular problems with abuse behavior among children.
2 – There are problems between teachers and the school administration / kindergarten.
3 – Kindergarten teachers follow some false teaching methods when dealing with children.
4 – Lack of participation of parents in the activities provided for children kindergarten.
5 – Lack of appropriate educational activities to modify abuse behavior in children.

Second, the steps that were followed for change.

- Holding a meeting with the administration of the kindergarten to display the objectives of the project and to take approval for the implementation of kindergarten as follows: 3 rooms for the first level – 5 rooms for the second level.
- Holding a meeting with the kindergarten teachers and parents to spread awareness of the culture of child rights and activate the agreement items to resist violence.
- Designing a questionnaire to measure the "knowledge requirements to reduce abuse behavior in kindergarten stage for the kindergarten teachers "and evaluate it by professors of psychology, Faculty of Education, Mansoura University.
- Holding workshops with kindergarten teachers about the importance of emotional education for the children of the kindergarten to reduce abuse behavior and to identify wrong educational trends and their impact on the child when dealing with him at this stage.
- Holding a meeting with parents, administration and kindergarten teachers to view the properties of the growth in kindergarten in order to establish a good relationship with the children for the emotional growth but with taking into account the individual differences.`
- Holding Workshops with both teachers and parents to determine the causes of abuse behavior and provide strategies and innovative activities linked to children kindergarten curriculum in the fields of(Physical Education Performing Arts – scientific concepts – of social and religious concepts) in order to reduce abuse behavior.
- Holding a seminar for of kindergarten teachers to how to manage the hall in the kindergarten to reduce aggressive behavior.
- To hold Workshops to activate good communication between kindergarten teachers, children and parents.
- To encourage children in the kindergarten to participate with creative activities through cooperation with the kindergarten and exploratory Center for Science in Dakahliya.

- Designing a magazine by kindergarten teachers, psychologist and doctor of the school to spread awareness of of children's rights and reduce abuse behavior in the kindergarten.

4 B. Results at the first primary school, Atef Sadat Primary,

INDICATORS: What has been achieved in the short term: Teachers and students respond to what is being done.

What is expected in the medium term: Children are encouraged to participate effectively and cooperate with teachers and school and school principal.

Expected results have been achieved: aggressive behaviors reduced among children. Teachers' positive response to the use of motivations. Encouraging and supporting children instead of punishing them.

Barriers:
Some teachers insist that physical punishment is the means to learning
Regulations, laws and routine that delay taking decisions

4 C. Results at the second primary school, Misr Al-Hurra Integrated Distinct Experimental Language School

In the second primary school that is called (Misr Al-Hurra Integrated Distinct Experimental Language School) I began to notice a big change in the learners behaviors and all has become aware of the CRC and the teachers have become also aware of the importance of school to children and the importance of emotional education in this phase.

Teachers now are applying and using different strategies to amend the undesired behaviors of children and trying to save the conditions that must be available to classroom management.

What has been achieved in the short-term is that to reduce the abuse behaviours of KG and primary school children.

The second P (protection) will be reactivated via implementing good communication among the teachers themselves and together with the learners.

Holding and making the school activities that lead to abuse – relief.

Children also can participate and be involved in personalizing abuse and its shapes i.e. activating the third P (participation) and they will be able to distinguish between the good and the bad behaviors.

What will be achieved in the medium-term is giving he children the steering-wheel of leadership that make the children involved in decision making as well as reducing the abuse among them.

They also will be able to precise activities that lead them to abuse – reduction

Children will be able to support the good behaviours of the other children.

The expected results are having some of the generation aware of their rights as well as the CRC and they make groups to fight and resist abuse and to participate in the process of abuse – reduction and to be also enrolled in decision – making inside classes and school.

The unexpected results are the change resistance by the children that are the most violent in the school and by those whose families are dispersed or one person leading family or whose parents are separated.

5. Discussion and Reflection

These results are considered as normal average ones because our society in Egypt is experiencing now so many changes in all aspects in our life due to the political and economic changes that are happening now so we hope it will be more fruitful later on after having both political and economic changes being settled, so we can say that these results are somehow on the right track.

There are so many challenges we may face due to current circumstances and the large use of mass media with its different attitudes and cultures towards the upbringing of the children as well as the lack of CRC culture at parents and families and the schools are not the only affecting factors in our children.

6. Way Forward

In the first primary school we plan and intend to reduce abuse against children in the primary stage and kindergarten stage.

In the second primary school we plan and intend to go on the project trying to overcome some children`s fears and their resistance to the amendment process of their behaviors.

We all the Egyptian team are doing our best to have the desired results after finishing our project and hope we will have the fruitful and endless cooperation.

We have now in the school (Atef El Sadat primary school & Misr Al-Hurra) Councils to Resist Violence component of a group of students who have good behavior and have the desire to help their colleagues. We have trained these students on how to help their colleagues and provide solutions to the problems they could face. We also have a team of police consists of school students who have excessive energy and this energy cause in both behavior and we direct this energy and training these students on how to renounce violence and even educate their colleagues the importance of modifying their aggressive behavior.

We think that sustainability is more important than what has been done in these three schools to insure the continuous process of both reducing violence and modify the behaviors to the best for the sake of all in terms of CRC.

India

Applying crc for effective learning at school to overcome the negligence from home with special reference to tribal pupils in Government primary school, Edivanna Estate, Nilambur of Kerala state

Ibrahim Kutty. P.K., Babu Varghese, Sherly. Puthukulangara

1. Introduction

Educational is the inner most core of human life. Any nation is grading according to the education of the pupil. In the general sense, education is any act or experience that has a formative effect on the mind, character, physical ability of an individual. It is actually the transmission of accumulated knowledge, values and skill from one generation to another in India education is provided by the public sector as well as the private sector, the control and funding from three levels: federal, state and local: child education is compulsory. In India education falls under the control of both the Union Government and States, with some responsibilities lying with the Union and the States having autonomy for others.

There are many CRC articles for protecting the right of the child. According to article 2, stats parties are respect and ensure the right set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. Article 3, states that parties undertake to ensure the child such protection and care as is necessary for his or her wellbeing, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and to this end shall take all appropriate legislative and administrative measures. In Article 28, there is provision for: (1) Make primary education compulsory and avail-

able free to all, (2) take measures to encourage regular attendance at schools and the reduction of dropout rates.

The various articles of the Indian Constitution provide for education as a fundamental right. India has made progress in terms of primary education in terms of enrolment and retention. The country's educational system is divided in to pre-primary, primary, elementary, secondary, under graduate and post graduate levels. The Government of India lays much importance to primary education up to the age of 14 years. Government has also band child labor in order to ensure that the ban of child labor is difficult to enforce because of the economic disparity and some social condition in the country. The major challenges faced by the country in the field of education are:

1. Universal accessibility
2. Universal enrolment
3. Universal retention
4. Providing quality education for all

In order to address these issues, the Government of India has been making constant efforts for the last 20 years. As part of this, the Government initiated programmes such as District Primary Education Programme (DPEP), Sarva Siksha Abhiyan (SSA) and Rashtriya Madyamic Siksha Abhiyan (RMSA).

Kerala is situated in the south western part of India and it is one of the states which achieved total literacy in the India. In the status of child rights, Kerala is comparatively occupies a satisfactory position in India. The protection of child right is more less taken care of in this state due to the presence of an informed and civilized society. But there are certain bottlenecks in the participation of children belong to scheduled casts and tribes in school due to the negligence which they experience at home. Therefore we attempt to try out the effectiveness of certain provisions which they demand. In Kerala, fortunately we have an effective and dynamic network of CRC CHANGE AGENTS, and their support will b vital for our endeavor, especially Dr. I M Indira, Dr Gafoor, and Haris.

2. Frame of Reference

Malappuram is one of the districts in Kerala, Which is thickly populated and the literacy rate is comparatively low. The area selected for the tribal population is a peculiarity of this area.

The school selected for the present study is Government primary school, Edivanna Estate, which situates in this tribal belt. There are 360 pupils studying in this schools out of which 58 belongs to scheduled tribe and scheduled caste.

There are certain issues pertaining these pupils such as irregularity in attending school, low participation in school level learning process, weak support from the part of parents, low availability of learning materials, poor nutrition, lack of health care, alcoholic drug abuse at home and poor mental health etc. are the challenges to be addressed in order to ensure CRC in this institution. We expect to transform the situations existing in this school into a child friendly one in order to include all children irrespective their ethnic, cultural, social or economic diversity.

Stakeholders

1. The learning atmosphere at home is to be different as there is no separate learning space and materials.
2. The conscience of parents about the education of their children is to be different.
3. The concern of the LSG members and Department Officials towards the right education of these children is different.
4. The food and medical support provided to these children are different.
5. The motivation of parents towards ensuring the regular attendance of their children is different.
6. The concern of teaches for ensuring the participation of tribal children in the learning process is different.
7. The availability of learning materials including reference materials in the school and class room for these students is different.
8. The opportunity for participating in the co-curricular activities for these children is different.
9. The opportunity for express the creative talents for these children are different.
10. The opportunity for developing and physical and mental health of these children is different.

3. Purpose

As change agents, our vision is to transform the existing situation in the selected school in to a child friendly one (CFS) in order to ensure implementation of child rights. This including seeking out and enabling participation of all children especially those who are different ethnically, culturally, linguistically, socio-economically and in terms of ability. Another on is academic effectiveness and relevant to children's needs for life and livelihood, knowledge and skills. Another concern is health of children and their emotional, psychological, physical wellbeing and also fostering equality especially in terms of gender. We are focusing up on family and community participation in all aspects of school policy, management and support to children.

The existing in the school requires wide range of change for ensuring CRC in terms of Provision, Protection and participation in the following areas:

1. Learning Atmosphere
2. Conscience Parents
3. Awareness of LSG members and the Department Officials
4. Food and Medical Support
5. Motivation of Parents
6. Teacher Concern over tribal children
7. Availability for Co-curricular activities
8. Opportunity for developing creative talents
9. Provision for developing Physical and Mental health.

Target groups and stakeholders

357 pupil studying preprimary to grade 4, and 58 tribal children as special focus group, parents of tribal children, members of Local Self Government (LSG), departmental Officials were selected as the target groups.

School Selected for the Tryout

Govt. LP School Edivanna Estate, Kerala, India

For applying CRC among tribal students Team India selected Govt. Lower primary school Edivanna Estate in a tribal pocket and the school is situated in socially and economically backward area. Among the 361 students from class I to IV 60 of them belong to primitive tribes.

Issues identified during the study

Irregularity in attending school, Low participation in learning process, Weak support from parents, Low availability of learning materials, Poor nutrition, Lack of health care and poor mental health, Alcoholic drug abuse at home are identified as the issues during our try out.

4. Activities

For the fulfillment of a dream project we conducted different activities.

a) Activities conducted in GLPS Edivanna Estate and learning center in tribal colony

4.1 Equipped the departmental Officials

For ensuring the participation of department we conducted discussion with different officials in the education department and introduced the project.

4.2 Initial meeting of Stake Holders

We conducted a meeting of state holders on 20th October 2011 at Govt. LP. School Edivanna in which LSG President and all members, DIET Principal, DIET faculties, Members of PTA (Parent Teachers Association), Psychologist, Teachers, Students council were participated. We presented the project proposal and familiarized the project plan also formed the working group.

4. 3 Orientation of Parents on CRC

On 11th November 2011 we conducted an orientation programme for parents on CRC. All parents participated. They familiarized the CRC recognized the existing facilities in the school and understood that the facilities are not sufficient. Decided to provide more facilities in school and at home.

4.4 Vision Workshop – 2 days

We organized a two day vision workshop on CRC Implementation on 21st and 25th November. Several official from different departments were participated:

4.5 School Beautification

As a part of implementing CRC, school beautification was done (see picture above) and arranged children's park in the school. This provided a child friendly learning atmosphere in the school which motivated the children to participate in the schooling process.

4. 6 Building as a Learning Aid (BALA)

As a part of the project we made the school building as a learning aid by numerical numbers on steps and angle concept through doors and windows. Interactive pictures were drawn in the classroom walls.

4.7 Drinking Water

Provided drinking water (both boiled and cold) facilities in the classroom, provided steel kettle & glass to all classes, arranged water supply by students in turn and leading by the students themselves.

4.8 Multi-Dimensional Learning Corner (MDLC)

Organized learning corners in each classroom with various learning materials and articles. This ensured the provision to all children in involving the learning process.

4. 9 Vegetable & Herbal Gardens

As a part of the project students Teachers and Parents arranged Vegetable & Herbal Garden in the school compound. The students' whole heartedly participated in the gardening in an informal way.

4.10 Play Ground and Training Equipments

Modified the school playground and provided sports equipments. The play materials are now ready at the reach of all children.

4.11 Outdoor Sitting Arrangement

Constructed outdoor sitting arrangements for students under shade of trees.

4.12 Smart Classroom

With the help of MLA (Member of Legislative Assembly Kerala) we organized a smart classroom in the school.

4.13 Home visit by teachers

To identify problems faced by the students and parents the teachers conducted house visit.

4.14 Support to tribal students

Conducted medical camp, supplied allopathic and Ayurvedic medicine. Developed health card and also conduct orientation on health and drug abuse.

4.15 Provided Nutritious Food

Mid-Day Meal on all days
Milk 2 days in a week
Eggs and fruits once in a week.

4.16 Orientation for Teachers

Conducted one day orientation to teachers in the school and sensitized the issues pertaining to Tribal Children.

4.17 Provided equal opportunity to tribal children

For ensuring equal opportunity to Tribal student we conducted the following programme:

Included Tribal Students in Students Council
Involvement in class room activities.
Participation in study trips.
Ensured the involvement in sports & Games
Published magazines and news papers.
Special coaching in performing arts.
Ensure physical and mental health.
Talent scan and performance fest.

Learning Centre in Tribal colony

This is a local school level and community level project being implemented as a part of our CRC initiative. Often children belonging to tribal folk will get little attention and scope in participation of educational process in the normal school atmosphere. In the center which we set up exclusively for the tribal children in their own hamlet has given opportunities to express themselves in many ways the informal learning environment provided – through poems, drawings, dancing festivals, drama arranged during the weekly holidays, which involve the whole community

Other concrete examples are the initiative and contract between the Local Self Govt. and the school in operating the learning center. The LSG came forward with all support for opening and operating the center. In order to ensure CRC in tribal hamlet. We planned to establish a learning centre in the tribal hamlet for this conducted discussion with various officials including minister for tribal development and leaders of tribal hamlet. Site identified at Peruvampadam Tribal Colony and prepared plan and estimate, it is approved by the Tribal Department and the final project submitted to NIRMATHI.

b) Child friendly city in Nilambur

A child friendly city is the embodiment of the convention of right of the child at the local level. In a child friendly city children are active agents. Their voices and opinions are taken in to consideration and influence decision making process. It is a city or more generally a system of local governance, committed to full filling children's rights such as:

- Influence decision about their city
- Express their opinion on the city they want
- Receive basic services such as health care and education
- Be protected from exploitation violence and abuse
- Meet friends and play

- Participation in cultural and social events
- Be an equal citizen in their city with access to every services regardless of religion, income, gender

On the basis of our experience in the implementation of CRC project in GLPS Edivanna we attempted to cooperate with the initiative of Nilambur Municipality in the implementation of Child friendly city. At all level, from the visioning workshop onwards we associated with the endeavors of the city project. It is a comprehensive educational programme .The major objective of the programme is to make the entire Municipality in to child friendly one. As a pilot project of the Govt. of Kerala, various agencies are actively participating in the project including *UNICEF*.

In order to fulfill the Dream Project 'Child Friendly City', various programmes were conducted with the initiative of change agents in Malappuram District. The experience we got from Sweden helped us a lot to implement the child friendly city project. From the beginning we conduct it *a vision work shop* with the participation of various department heads in our state. The highlights of the programme are given below:

- Child protection council under Nilambur Municipality.
- Child protection councils in all schools
- Tall free help line No. to all students and parents in our Municipality.
- Suggestion boxes in all schools.
- Student Parliament in all schools.

- Municipal Student Parliament

- Service of Child Protection Officer and Councilor in all schools.
- Child friendly atmosphere in all schools
- Special practices (Yoga, Motivation classes) to enhance child mental health.

- Special practice in communicative English with the support of native speakers from Britain.
- Ensuring participation of all students in various activities.
- Special training on Information Communication Technology (ICT)
- Handbook on Child rights for all children in all schools (below).

5. Results

As decided, our objective was to implement the elements of child rights in the selected school in order to empower all the children to participate in all learning activities irrespective of their socio-economic and cultural variance. With this end in view, certain programs were implemented in this school during this short time period. The results of the initiatives based on the indicators are given below:

- The parents, teachers, local community leaders and the related department officials attended in the visioning work shop were motivated towards ensuring child rights in providing all the supportive elements in the selected school. The community leaders came forward to provide facilities such as painting of school walls with fantasy pictures, providing posts and stands for placing drinking water in front of all classrooms.
- The community leaders and parents took initiative to mobilize children's literature and books and materials for little scientific experiments fro keeping in the Multi-Dimensional Learning Corner set up in the classrooms.
- The pupil collected local herbs from their home surroundings and came forward to plant them in the herbal garden set up in the school premises.
- The existing playground now made accessible to all children fro organizing short games. The teachers and parents mobilized some play equipments. The involvement of all students in one or other games in very day in evenings is ensured.
- Outdoor classroom under the shade of tree is set up which provides a conducive atmosphere for the informal learning of students, where children can now freely interact with teachers.
- The member of Legislative Assembly sponsored computers for setting up of smart class room. Now the children belonging to the tribal community firstly obtained an opportunity to use the computers in their learning process.
- The meeting organized in the tribal hamlet for seeking the chance of opening learning centre in the hamlet (at Peruvampadam Tribal Colony) was an eye opener to the local self Government members, tribal Department Officials and tribal parents for providing apt learning situation to the tribal children around their homes. That why the department developed a project to set up a permanent learning centre in the hamlet.
- Ensured nutritious food to all children by providing morning food and lunch every and egg and banana twice in a week. The teachers commented that, though this attempt, the children especially those belonging to tribal can now actively participating in all activities, even in the evening games very smartly.
- The medical camp organized in the school helped the teachers and parents to know about the health condition of the children especially the tribal children. Health card is being issued to all children.

- One day orientation was organized to all teachers in this school. The teachers now realised that the child right based approach has the potential of contributing to the broader efforts of improving democratic and encourage active has the potential of contributing to the broader efforts of improving educational quality and efficiency. School and classroom that are protective, inclusive, child centered, democratic and encourage active participation have the potential to solve problems such as nonattendance and drop out.
- On the children's house visit, the teachers commented that, this enabled them to alter negative attitudes though practice of tolerance, democracy and respect to all children in their classroom.
- The tribal children of the opinion that, the protection given by the peers and teachers rally motivating them to actively participate creative programs, field trips performing arts, sports and games in which they are now becoming even group leaders which is first in their lives.
- The local community is motivated to develop a comprehensive institutional plan for the school covering all aspects of the development of the school and submitted to the state Government for approval.
- The teachers themselves developed skills, understanding and attitudes in favour of right based educational work at class room and school level, taking into consideration of their experience during house visit and discussion with us.

6. Discussion and Reflection

The motivation and continuous support provided by our mentor really helped us to feel a taste of success at every moment of four change project. The initial visioning workshop organized has been an eye opener to us. We understood that we have to work with all stakeholders and expand the horizon. The international experience we obtained at Sweden, which we translated in to the local level to solve the present problems in the selected school pertaining to the CRC is really a challenging one, but the results w obtained during the short term really motivating us to perform with utmost result.

We expect that every initiative and the corresponding results are in the track when calculating them by using the scale of indicators which we have already identified while formulating the project proposal.

We, as the members of the group or team, learned that more and more association for CRC and involving more stake holders and starting influencing them will really make our job easier to ensure PPP in the selected school. The lessons learned from this can be disseminated in wider range in future. Personally we learned a lot when went in detailing the issues pertaining the tribal children especially while visiting their homes.

There are many challenges that we expect especially while opening the learning center in the tribal hamlet in term of its sustainability. No outside person can maintain it, except the local people. Anyhow we are optimistic.

7. Way forward

The motivation and continuous support provided by our mentor really helped us to feel a taste of success at every moment of four change project. The initial visioning workshop organized has been an eye opener to us. We understood that we have to work with all stakeholders and expand the horizon. The international experience we obtained at Sweden, which we translated in to the local level to solve the present problems in the selected school pertaining to the CRC is really a challenging one, but the results w obtained during the short term really motivating us to perform with utmost result.

We expect that every initiative and the corresponding results are in the track when calculating them by using the scale of indicators which we have already identified while formulating the project proposal.

We, as the members of the group or team learned that more and more association for CRC and involving more stake holders and starting influencing them will really make our job easier to ensure PPP in the selected school. The lessons learned from this can be disseminated in wider range in future. Personally we learned a lot when went in detailing the issues pertaining the tribal children especially while visiting their homes.

There are many challenges that we expect especially while opening the learning centre in the tribal hamlet in term of its sustainability. No outside person can maintain it, except the local people. Any how we are optimistic.

We, the three change agents, have conducted the above mentioned activities in the project school as a part of our child right experience. During this short period we have tremendous experiences. We hope that we can pursue the action till our final objective is achieved.

Indonesia

Improving Students' Protection and Participation Through Child Friendly Classroom Management

Endang Fauziati, Nur Hidayat, Joko Riyanto

1. Frame of Reference

Indonesia ratified UN Convention on Child Rights of November 1989 on August 25th, 1990 with Indonesia Presidential Decree number 36/1990. It then ratified the Law on Child Protection Number 23/2002 on October 22nd, 2002. Since then, child rights becomes a serious concern in Indonesia and the government has been very active in disseminating these acts for many years. Child Right Convention concerns 3Ps (Provision, Protection, and Participation). The first P (provision) deals with the access of food, health, and education; the second P deals with the protection against maltreatment, neglect, and all forms of exploitation; and the third P deals with the right to act and be involved in decision making. Indonesian government has developed a lot of projects to promote the child right (Wickenberg et al., 2009: 17).

With regards to the first pillar of CR (provision), Indonesian government has implemented some programs such as *Program Makanan Tambahan Anak Sekolah* (Additional Food Program for School Children) and *Gerakan Minum Susu* (Milk Drinking Movement at schools). School doctors are available (as permanent or part time workers) to monitor students' health and to give consultation on the health related issues. With regards to education, Indonesian government ratified an Act of Education System, Act Number 20/2003. This contains the standardization of national Education and the right of having education for all citizens. The second pillar of RC (child protection) has been Indonesia's great concern as well. The government has issued the law on child protection, Law Number *23/2002.* "Undang-Undang Republik Indonesia Nomor 23 tahun 2002 tentang Perlindungan Anak". This shows how Indonesian government has

commitment to fulfill child rights. Finally, dealing with the third pillar of CRC, participation, the government (in this case national Education Ministry) has issued eight national education standards; among them are educational standard for the content and for the process, Act number 41/ 2007. With regards to educational standard for the process, a classroom teaching learning process should cover three major sessions, namely: introduction, content, and closing. The content session includes three main activities, namely: exploration, elaboration, and confirmation. Exploration activity is for the teacher to explore relevant issues linked to the teaching materials. Activity in elaboration is intended for material enrichment which is facilitated by the teacher. In confirmation activity, teachers may provide summary and feedback. In reality, however, the students lack participation both inside and outside the classroom; students' involvement in making decision is small. This is partly due to the teachers' lack of knowledge or their resistance to move out of their comfort zone.

In everyday life, there are obstacles in the implementation of CRC due to social, cultural, political, and economic reasons. Another common reason which hinders CRC implementation is the lack of understanding of the law and the lack of knowledge of how to materialize the law into practice. Education on child rights in school system through civic education tends to portray children as passive objects, indoctrinating them with the obligation to obey the government, parents, and other adults. They learn more about their duties as children rather than their rights that should be fulfilled. They lack an understanding about their own rights. The dissemination of child rights in Indonesian schools focuses more on cognitive domain rather than practical one. This can be seen in their being lazy to go to school or to study. School is not an interesting place for them.

Ideally, school should play good roles in fulfilling children's rights. A school should become a conducive place for children to develop their competence, interest, talent, and creativity through their active participation in the classroom. To achieve this, the support from adults (in this case the teachers) and appropriate school environment as well as a conducive classroom setting are needed. In reality, however, schools in Indonesia are still coloured by the undesirable practices such as violence and abuse by teachers and school security, and bullying by other students. Teachers and school security often use corporal punishment and abusive language to discipline the students and school bullying is often performed by senior students to their junior mates.

Muhammadiyah is a non-government organization based on Islam in Indonesia whose greatest concern is on the improvement of health and education. With regards to education improvement, there are 2091 Muhammadiyah primary schools, 2038 secondary schools, and 122 colleges and universities in Indonesia. In Surakarta alone, there are 21 Muhammadiyah primary schools, 14 secondary schools, and one university, Muhammadiyah University of Surakarta or Universitas Muhammadiyah Surakarta.

Muhammadiyah Junior High School (SMP) I Surakarta is one of the schools which experiences the child right related problems. In the last two years, the school principal has been receiving more than 50 letters of complaint from the students (blind letters) telling about both physical and verbal abuses they have experienced. These abuses were performed by their teachers, school guard, school mates, students from other schools and school parents. The kinds of abuses are stated in the appendix.

Based on the references above Indonesian CRC change agents of Batch 15 are committed to take an active role to promote child rights. And in order to achieve the goals, Muhammadiyah University of Surakarta as the teacher training institution started with a pilot project to promote child rights with Muhammadiuyah Junior High School (SMP) I Surakarta as the project setting. The present project will focus on classroom management which accomodates child rights.

To develop this CRC project, Teacher Training and Education Faculty of UMS has started cooperation with the educational stakeholders within Muhammadiyah organization as well as those from other NGOs. Within Muhammadiyah Organisation, the change agents have started cooperation with Muhammadiyah Elementary Schools, Muhammadiyah Junior High School (Lower Secondary School), Muhammadiyah Senior High School (Higher Secondary School), and other Muhammadiyah Universities outside Surakarta. With other educational stake holders outside Muhammadiyah organization, CRC change agents has started cooperation with the local government and the ministries that have been mandated to work in the field of education such as Ministry of Education and Ministry of Religion (the later is also organised Islamic schools and universities and with the media which will play an important role in the dissemination of the CRC projects.

2. Purpose

The current project is aimed at improving students' participation in school as well as in classrooms. It is meant to change the existing CR related norms into the desired ones, as follows: (a) Teachers are aware of the child rights both inside and outside the classroom; (b) Teachers' behavior is favorable to child rights, in a sense that the verbal and physical abuses toward students can be eradicated; (c) Classroom is conducive to teaching learning process; (d) Classroom teaching learning process provides students' active participation; and (e) Students take active participation in decision making.

In order to achieve the desired norms above, the following educational components should be changed: (a) The classroom environment should be designed in such a way as to promote child rights; (b) The ways teachers interract with the students in and

outside the classroom; (c) The method of teaching learning process/procedure within the classroom; and (d) The role of student council.

Target Group and Stakeholders

The target groups of this project are (1) Teachers of Muhammadiyah Junior High School (SMP) I Surakarta and (2) The first graders of Muhammadiyah Junior High School (SMP) I Surakarta. Meanwhile, the stake holders of this project include (1) School Principal of Muhammadiyah Junior High School (SMP) I Surakarta; (2) Teachers of Muhammadiyah Junior High School (SMP) I Surakarta; (3) Administrative Staffs of Muhammadiyah Junior High School (SMP) I Surakarta; and (4) School Council of Muhammadiyah Junior High School (SMP) I Surakarta and (5) Muhammadiyah Board in Surakarta

3. Methodology

a. Preparation Activities

This project focuses on four classroom management components (the classroom environment, the ways teachers interract with the students, the method of teaching, and the role of student council) which are expected to be changed. In general, the goal of the project is to improve the knowledge and understanding of teachers, students, and parents on child rights through the teaching learning process in the classroom. In particular, this projects aims to provide teachers with the comprehensive knowledge of child rights through the learning process in school. School and classroom are managed in such a way as to provide more right for protection, participation, and provision in school.

The following are the activities done in order to reach the intended goals. Which follows are some activities which have been carried out from November 2011-February 2013. The activities include (1) coordination with the target groups and stake holders, and (2) workshop on child friendly school and classroom management and (3) monitoring and evaluation.

(1) Coordination with the Target Groups and Stakeholders. The first thing to do before implementing the project was holding coordination meeting with the target groups and stake holders. The project coordination meetings are for those directly involved in all aspects of this project. The goals of these meetings were to share and coordinate projects' plans and to discuss the implementational aspects of the project as a whole. These meetings have been held with Muhammadiyah Board, the executives of

Muhammadiyah Junior High School I, the teacher and administrative staff, the students and student council, and with parents.

(2) Meeting with Muhammadiyah Board. Meeting with Muhammadiyah Board was conducted on 6 November 2011 at "Balai Muhammadiyah" (The House of Huhammadiyah). All the executives of Muhammadiyah board together (director, vice director, secretary, treasurer, and head of Education department) with the principal and executives of Muhammadiyah Junior School of Surakarta I were present. The main agenda to discuss in the meeting were Education in Sweden, Child Right Convention, Child Friendly School and Classroom management, and the pilot project at Muhammadiyah Junior School of Surakarta I.

During the meeting most audience appeared to welcome the implementation of Child Friendly School and Classroom management at Muhammadiyah Junior School I Surakarta as the pilot project. For one thing, this model is in accordance with Islamic value. Another reason is that they were in agreement that this model would promote students' academic achievement. In addition, this model would also facilitate the conducive relationship and genuine understanding between teachers and students as well as among students themselves. In the long run it is expected that child abuse and bullying which sometimes occur in the school will be eradicated. For these reasons, Muhammadiyah Board was very supportive and even provided the financial back up for the project.

Though most audience was supportive towards the program there were just few people who questioned and seemed to resist to the change. The resistance to change mainly came from religion teachers who were concerned with the Islamic belief system. This situation is very common reaction to the unknown promise of change to be better while the proof is not there since making a change requires a kind of jump of faith. After the long discussion they finally did understand of what the project was about and took pledge toward accepting the new model after Muhammadiyah Board and change agents guaranteed that there was no risk of any kind when implementing this new model. These teachers were at least got enlightenment when their rational mind was engaged. They did understand the importance of the change to be better.

(3) Meeting with Executives, Teacher Representatives, and Administration Staff. This meeting was held November the 9th -13th 2011 at the meeting room of Muhammadiyah Junior High School I Surakarta. All the executives (principal, vice principals, treasurer), teacher representatives, and administration staff were present. The main agenda to discuss in the meeting were Child Right Convention and Child Friendly School and Classroom management. The result of the meeting was favorable. Most of school members were enthusiastic and ready to implement the project. The term *Thematic Classroom* was used to represent classroom design which is child friendly, a classroom design which promotes students protection and participation.

It is very significant to design child-friendly classroom since it is the social and academic environment in which the students live. This is to ensure that every student has an environment that is physically safe, emotionally secured and psychologically enabling. The role of teachers is very significant here. Students are by nature natural learners, but this capacity to learn can be undermined and sometimes destroyed. A student-friendly school and classroom management recognizes and encourages their capacity to grow and develop as learners by providing a school culture, teaching behaviors, classroom design which are focused on learning and the learner. Such a good learning environment can liberate students from stress, anxiety, and shy. Students are motivated and able to learn.

Thematic classroom management designed in this project has some characteristics as follows: (1) the classrooms are classified based on subject (e.g. mathematics classroom, english classroom, religion classroom, etc.); (2) students move from one classroom to another depending on the subject they take; and (3) the teacher stay in his/her classroom as if she/he the owner of the room. With these features attached, this thematic classroom has several advantages, namely: (1) both students and teachers can explore and express themselves freely; (2) they can use the room more effectively without being worried of disturbing other teachers teaching different subject; (3) students can hang their work on the wall for more exposure to the subject; (4) the classroom is comfortable and clean since the teacher is always there and the students will be kept from loitering this place (cleanliness is a major issue in Indonesia, including in this school).

(4) Meeting with Students, Student Council and Student Parents. Meeting with students was held 21-23 November 2011 at Muhammadiyah Junior High School I Surakarta. Agent Joko Riyanto in his speech addressed to the students present the importance of child friendly classroom and school management. Within this paradigm, the students will get more freedom to express their thoughts and feelings and to participate more in relevant decision making. The students will no longer stay in one particular classroom instead they would move from room to another depending on the subject matter they take. Since one classroom is used only for one subject the classroom activity will be more student oriented as if the students own the room. The learning center is the students and the activity is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. This method acknowledges students as central to the learning experience. Thus, students will be more active and responsible participants in their own learning.

Another issue discussed in this meeting is student art performance as a media to make students more open, expressive, and shy no more. In general, students are shy and quiet. And it is important to find ways to overcome quietness and shy. Due to this, it has always been hard for them to have a good achievement in lessons which need performance. We believe that art performance will help to improve students' confidence and

combat shy and quietness. As we can see when we observe successful performers, they appear to have super confidence in their own ability. Certainly, there exists a process of building the skill of self-confidence over time. Thus, by practicing art performance students can develop their confidence and in the long run they become more open and expressive, less shy. Confidence can be improved using various mental techniques, and one of them is through art performance. We plan to have art performance during break. We believe that art performance can contribute positively towards the reduction of child abuse. Art performance can be used to teach students to focus and use their physical energy in a positive way, rather than acting out in violence or disrupting class. In this activity the student will have the opportunity to lead the group and to learn how to respect the leader and each other. Students also will learn to develop positive leadership and cooperative teamwork skills. Art performance, we believe, also can help improve self-esteem by transforming loss, anger and alienation into personal growth and inner discipline. Students learn self-expression, cooperation, altruism and music skills, as well as respect for teachers and mentors. The long-term goal of the program is to reduce violence and other at-risk behaviors among students and to improve academic performance, school attendance, and life skills. In addition, we believe that this can develop good communication and understanding between students and teachers.

Picture 1. Meeting with student council

Picture 2. Meeting with student parents

Picture 3. Dissemination of CRC in Morning Assembly

(5) Workshops on CRC and Child Friendly Classroom Management. We have conducted workshop twice, on the 26th of November 2011 and the 12th of January 2012. The first workshop focused on CRC and child right classroom and school management. The participants are all teacheral staff of Muhammadiyah Junior High School I. All the change agents – Fauzia, Nurhidayat, and Joko Riyanto became the key note speakers during the workshop. The material includes CRC, child rights classroom and school management, and positive discipline.

As we know it, children spend almost most of their childhood in schools. The corollary is that schools should provide a safe, caring, and orderly environment for students through school discipline. Schools use a variety of disciplinary techniques, among which corporal punishment, especially harsh words, is used to improve student's behavior. To develop students' positive behavior, teachers must be educated in managing

classroom which is child friendly, in implementing different kind of teaching techniques which are student centered, and in developing positive disciplining methods to improve students' positive behavior. The core message in this workshop is "developing child friendly school and classroom management to improve students' right of protection, participation in school".

The main objective of this workshop was to facilitate teachers' understanding and application about child-friendly school and classroom management as to promote students' rights, especially participation in classroom and protection from child abuse and to promote the school culture of positive disciplining practices through the implementation of a non corporal punishment policy in schools.

The first session of the workshop focused on developing participants understanding on the concepts of child friendly school. A school which provides children with an environment that is physically safe, emotionally secure and psychologically enabling. On the one hand, the teacher and administration staff play a very significant role in creating a child friendly school. On the other hand, children who are actually natural learners, can have their learning capacity undermined and sometimes destroyed. Thus, a child friendly school recognizes, encourages and supports children's growing capacities as learners by providing a school culture, teaching behavior and curriculum content that are focused on learning and the learner.

The second session of the workshop focused on child abuse, as any act that violates children's rights, particularly their right to physical and mental health, security and bodily integrity. Specifically, it discussed child abuse in the school settings where children are most at risk such as the classroom, the teachers' office, the playground, the sport field, and the school vicinity. Settings where school can do something to cope with it. Students' letters addressed to the head master said that some child abuse had been identified, such as, the occurrence of physical and psychological punishment; gender-based violence and discrimination; bullying, fighting, physical assault and gangs; and sexual harassment .

A lot of activities can be done to cope with such condition. Two things were chosen to be carried out in this school are (1) thematic classroom to improve students' right of participation in the classroom and (2) performance as a media to improve the students' right of protection against child abuse.

Thematic classroom has been implemented for the first graders. Classrooms are redesigned. In this concept, one classroom is used for one subject, for example, classroom for Biology, classroom for Mathematics, classroom for geography, etc. The result of this redesigned classroom in satisfying for both students as well as teachers. On the part of students, moving from one class to another class make them much happier; since moving is energizing. They also tend to be more focused to each subject since there is a sign or mark of movement from one subject to another. When they enter a classroom,

their mind could be expected to also engaged with subject they want to study as if the classroom greet them "Hi guys, welcome to mathematics world or welcome to biology world". On the part of the teachers, having their own classroom make them feel at home. They become more creative in decorating the room as to show the kind of world knowledge they want to show to their students. The teachers are also very happy as if they were the owner of their own room. They would feel free to explore and to express themselves as creative teachers.

The second workshop was conducted on the 12th of January 2012. It focused on how to use performance to combat child abuse. The participants consisted of student council, teachers, and the executives. In this opportunity the change agents presented ideas of the importance of performance to improve the quality of interpersonal relationships between students and teachers and among students themselves. In the long run we hope performance-based activities directly or indirectly can prevent child abuse. Such activities may include dancing, singing, clowning and acting, writing, choreographing, producing art work, designing and exhibiting their work.

(6) Evaluation

To know the result of the project, the change agents made an evaluation. The data for evaluation are taken by using questionnaire and group discussion. 30 questionnaires are given to the students for getting the description of the teachers' condition. 20 questionnaire used for getting the description of the students' and principal's condition are given to the teachers. All questionnaires are answered by the students and the teachers. The questionnaire format can be seen in the appendix.

There are several benefits of performance-based activities that can be identified for both the performer and the audience. Students who are given opportunity to perform are expected to grow and develop their creativity of doing things. They can learn and practice the actual skill involved in their area of performance, in which the skills are prized in the job market. Students also can meet new friends with common interest and goals and learn how to work cooperatively. Students can achieve a feeling of success and accomplishment which can increase their self-esteem and self-confidence so that they can be proud of themselves. For the audience (students, teachers, and administration staff), watching young people perform and present creative endeavors can be very entertaining and inspiring. This can also means education since it can educate decision makers about young people and their life problems. Last but not the least this can contribute to the overall health of the school community.

Picture 4. Workshop on Child Rights-Based School and Classroom Management

4. Results

a. Thematic Classroom as a Means to Improve Students' Participation

Thematic classroom is designed based on the principles of Child friendly school. This is a typical classroom which is very conducive for teaching learning process. The teachers play a very significant role in promoting child friend classrooms. They must make effortful attempts to materialize child friendly classrooms. As an example, they are supposed to provide different teaching aides, charts, pictures, and other relevant written elements on the walls of their classrooms. This can bring the students to the real world knowledge they are studying. In addition, teachers are supposed to promote peace and love to the children. An atmosphere of peace, tranquility, and friendship among students and between teachers and students are some of the hallmarks of a child-friendly classroom.

Picture 5. Classroom Activity before the Program

Picture 6. Classroom Activity after the Program

b. Result of Analysis on Child Abuse Document

The change agents (Fauzia, Nur, Joko) analyzed the documents (of 524 students' letters addressed to the head master) and found a rather shocking results. The child abuse recorded can be categorized as follows:

NO	Category	Action	Agent
1	Physical Abuse	Pinching painfully Asking money by force to the juniors	Teacher Student
2	Verbal Abuse	Producing rude words Talking about sex not lesson Scolding late comers to the classroom Mocking or teasing the student's parent's poor job Scolding students without significant reason Teasing students' poor works Ridiculing students' inability in doing the task. Hot-blooded Producing 4 letter words and teasing Threatening (I slap your cheek if you don't shut up Snapping Teasing students who are overweight, poor, etc. Grumbling.	Teacher teacher teacher teacher teacher teacher teacher teacher teacher teacher teacher student teacher
3	Sexual Abuse	Pinching the girls (flirting) Touching students' bottom Pulling out bra lease. Touching students' back (flirting) Touching students' shoulder (flirting)	teacher teacher teacher teacher teacher
4	Violating Privacy	Disturbing other students. Pacing back and forth while disturbing other students. Opening students' seized mobile phone Chatting with other teachers while supervising exams.	Student Student Teacher teacher
5	Neglect	Ignoring questions from not-good looking students	Teacher
6	Discrimination	Paying more attention to beautiful students. Having double standard in treating beautiful and not-good looking students Having double standard in giving score to beautiful and not-good looking students Comparing the class with other class with good achievement.	Teacher Teacher Teacher Teacher

Based on the above findings, there are several activities done to improve the role of the school counselors as vital members of the education team who work to help all the students to improve their academic achievement. The major focus of their attention is to uphold good relations among the students and between teachers and students. Teachers are supposed to have high ethical and professional standards in teaching learning process so that they become the role models for the students. In addition, the school counselors also provide consultation for the students' parents, especially those who undergo financial and matrimonial problems. The students' academic achievements generally become better when the school work together with their parents to solve the existing

problems which literally hinder their learning process. With all these activities, abusive behaviors in this school are drastically reduced in quantity.

c. Art Performance as a Means to Improve Students' Protection

As we know it, children spend almost of their childhood in schools. The corollary is that schools should provide a safe, caring, and orderly environment for students. The teachers, however, have used a variety of disciplinary techniques, among which corporal punishment is used to improve student's behavior. In addition, students also experience abuse from other students. The documents on child abuse reveal that corporal punishment by particular teachers is a common form of discipline in schools. They use it because it results in immediate compliance. It is found that the teachers regularly slap and beat students, or twist their ears.

Besides conducting workshops on CRC and Child Friendly Classroom Management, to reduce such abusive behavior towards students, we (change agents) propose art performance on regular basis. It is a kind of a subtle intervention to improve understanding and respect between teachers and students and among students themselves. It is believed that people who are involved in and exposed to performance-based activities can directly or indirectly help prevent abusive behavior. Art performance in this case is loosely to cover a wide range of expressive forms such as dance, drama, public speaking, and music.

The result indicates that the using of performance can reduce abusive behavior because it is very fascinating and beneficial to both participants and audience. Performing art also involves diligent rehearsal of complex skills, self examination, and self assurance. In addition, it usually includes interpersonal skills such as working cooperatively in a group, accepting others, and communicating effectively. In the long run, we believe that art performance will make students as well as teachers better able to withstand problems that can lead to abusive behavior.

Especially with students, art performance is beneficial for some reasons. They can grow and develop by trying to do new things. They can also learn more about themselves by involving in art performance like dancing, singing, or poetry reading. They can meet new friends with common interests and learn how to work cooperatively with others to reach the common goals. More importantly, they can have fun and relieve boredom by having or just watching art performances. Some types of performance which are held commonly include dance, poetry, music, and storytelling. The working together between students and students as well as teachers and students results in positive behavior. In other words, abusive behavior in Muhammadiyah Junior High School I reduced drastically. They grew respect and understanding with one another; this contributes to the development of child friendly school.

Picture 7. Javanese Orchestra

Picture 8. Puppet Show (Story Telling)

5. Evaluation of the Project

Although the program runs well, we still need some evaluation to see whether the changes are significant. To see the progress of the project, we have used many techniques for collecting data and evidences. The data are found from the questionnaire, interviews, observations and focus group discussions with the teachers, school management and student parent.

a. The Finding from Questionnaire

Based on the questionaire it is shown that there is a good tendency on the commitment of the principal, teachers, students. Although the former principal, one of the change agents, was changed by the new principal but the new principal also has similar commitment as the former one. It is indicated in the result of the questionnaire given to the teachers. Based on the questionnaire, the principal gives motivation to teachers in practicing classroom management based on CRC, monitor teachers' preparation for the classroom management, facilitate the teaching practice, practice fair relation and nice conversation at schools, control practicing teaching learning process, practice transparence, accountable and participative school management. The result can be seen in chart 1 point.1 to 6

The results of the questionnaire show that the lowest score is on accepting students with special needs (chart 1 point 7). It is reasonable because there are schools for the disabled provided by the government so the parents actually can bring their children with disabilities there. The facilities of the school itself have not supported to the opportunity

for the disabled. It, of course, needs much fund to build those facilities. However, there should be consideration for the school in the future for giving opportunities to the disabled that make it to be inclusive school.

The way teachers communicate and interact with students is also appreciable. In starting the class, teachers usually open the class with apperception. They make agreement with students before conducting teaching learning process in each semester. Teachers teach students with appropriate media, activate students, respect students opinion, motivate students in learning, strengthen students' learning, give remedial teaching for slow-learners, guide students who break the class/schools' rule and maintain a comfortable class.

The lower score is in teaching students without physical and psychological pressure. It is logical since there is pressure to the teacher for improving the students' academic achievement. The academic achievement still becomes the single measurement of the school performance. Community view the school only from the rank in academic achievement. It sometimes causes teachers make psychological pressure to students.
Responding the low score, we discussed with the principal to make periodical and intensive meeting and discussion with the teachers on how to treat the students and improve the academic achievement without giving pressure but by giving enforcement. It is relevant to the score of giving enrichment for fast-learners. The classical treatment sometimes ignores the individual needs of the students. The teachers think that all students need the same materials to be studied. They only use single method for different students with different learning styles. Teachers do not give opportunity for the students to use the multiple intelligences for enforcement and enrichment. It, of course, needs the improvement of learning culture with differentiation. Therefore, there should be workshop for teachers on differentiated curriculum.

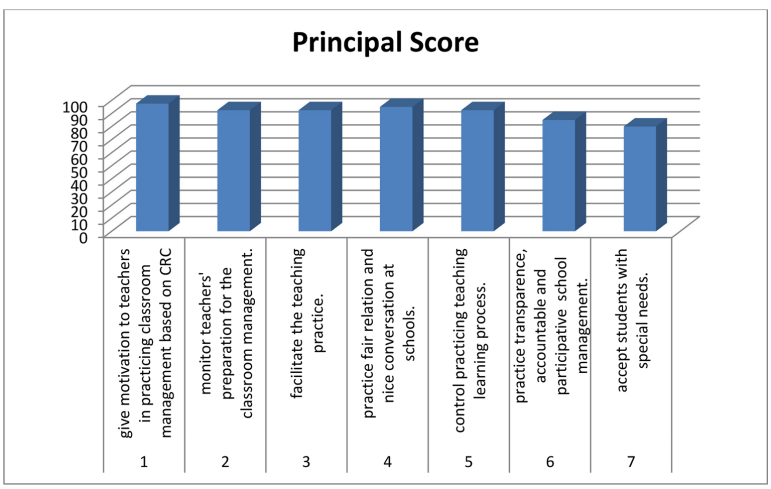


Chart 1. Principal Score

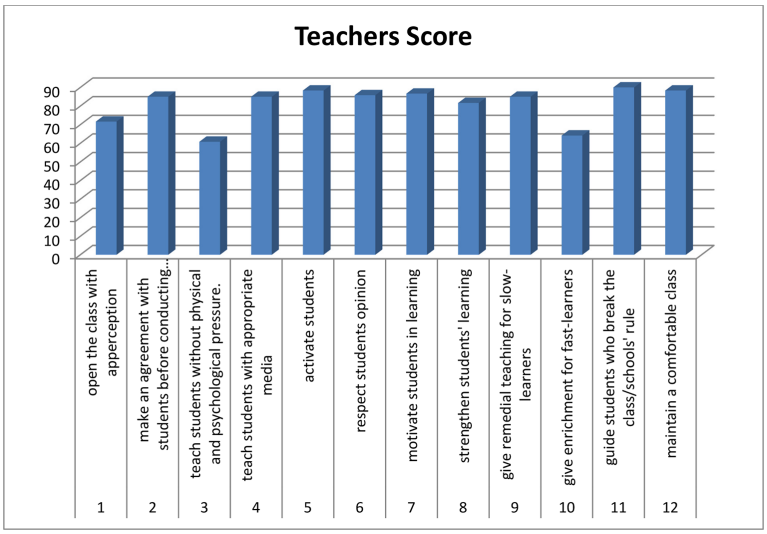


Chart 2. Teacher Score

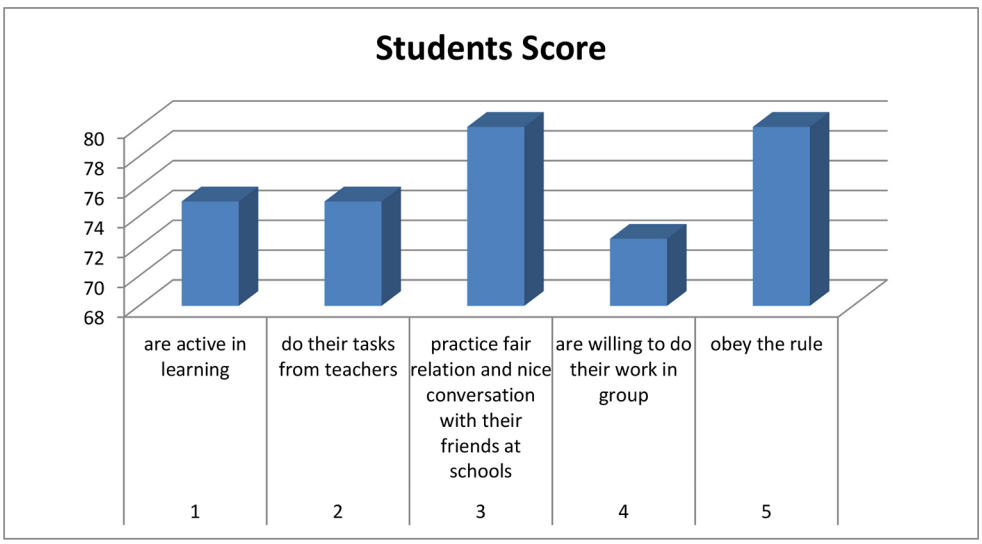


Chart 1. Students Score

b. The Finding from observation, interview and group discussion

There are also some findings from the observation, interview and focus group discussion on the school condition and implementation of thematic classroom. We try to search the problems that still exist in the implementation of this program to make solution. The problems are as follows:

1. The students and teachers are late in entering the classroom.

2. The students feel tired to move from the first floor to the fourth floor.
3. There is an overlap in scheduling.

The first problem happens because the teachers do not stay in the classroom. They move to the teacher office, for some socialization, and come back to the classroom. The movement of the students from the first floor to the fourth floor also wastes time. Therefore the students become late in entering the classroom. Besides being late, the students also feel tired because they have to run from the first floor to the fourth floor.

The solution of those three problems is on scheduling. Therefore, there will be rescheduling so that there will be no movement from the first floor to the fourth floor and there will be no overlap classes. Teacher should also stay in the classroom before the break time so they are not late in entering the room. Moreover, they can make preparation in the room before their students come.

Concerning with the school condition, in the group discussion we also found impression from the student parents that some teachers have become closer to students that the students are not shy to ask for advice if they have personal problems. It is very important since the adolescences are usually shy to share their personal problems with the teachers that it becomes difficult for the teacher to assist them in giving solution. Such improvement will be very useful for the teacher to help the students solve their problems.

Besides mapping the condition of the school we also search for the suggestions from the stakeholders to the sustainability of the programs. The following are the suggestions from the stakeholders:

1. There should be continual monitoring and evaluation for the sustainability of the program.
2. There should be guidelines or criterias for standardizing child friendly school.
3. There should be seminars and discussions for widening the teachers' knowledge on child right based education.
4. Making network with other institutions on child right based classroom and school management.
5. Discussing more deeply on the similarity between CRC and the Islamic values on how to deal with the child.
6. Making comparative studies.

6. Way Foward

Reflecting on all the achievements of this small scale project, we hope not to stop this work here. We would like to further the initiatives by providing timely support,

monitoring, and evaluation to the principal, the teachers, the students, and the administration staff for the successful implementation of the project. The core values of child friendly school that we are going to promote are cooperative and active learning, respect and tolerance, caring and loving, creativity and productivity, positive discipline. We do realize that what we have done are not sufficient to bring about the total change, but some changes in the attitude of the teachers, the executives, the administration staff, as well as the students appear significant. They feel much happier with the new condition and are spirited to continue the project. We also intend to expand our project at other 8 Muhammadiyah Junior High Schools in Surakarta. The Child-Friendly School project at Muhammadiyah Junior High School I Surakarta will be used as a framework and as a model for the next project.

Based on the result of the project and the potential resources for the implementation of Child Friendly School around Surakarta, the Indonesia Team from Solo (Surakarta) proposes an umbrella for the widespread of Child Friendly Education. Followed by the next batch, Solo Team will foster the implementation of CRC in the Muhammadiyah School by making Criteria of Child Friendly School.

The following List of Criteria is the breakdown of three pillars of CRC, namely Provision, Protection and Participation. The criteria will be developed continuously in relation to the progress made by every batch. The team will also propose a competition on Child Friendly School based on the criteria.

Criteria of Child Friendly School

PILLAR	ASPECT	INDICATOR	SCORE
Provision	School canteen	No School Canteen	0
		Has school canteen but unhealthy food	1
		Has school canteen with healthy food	2
		Has clean school canteen with healthy food	3
		The school canteen is clean, the food is healthy and all students can access easily	4
Protection	School Security Staff	No security staff	0
		Has security staff but no job description	1
		Has security staff with job description but does not reflect child friendly job description	2
		Has security staff with child friendly job description	3
		Security staff has child friendly job description and implement it	4
	Regulation for Student	No regulation for student	0
		Has regulation but does not reflect protection to student from bullying	1

		Has regulation that reflects protection to student from bullying	2
		Has regulation that reflects protection to student from bullying and is implemented	3
		Has regulation that reflects protection to student from bullying, the regulation is effectively implemented and has strategy for sustainability of the implementation	4
	Regulation for Teacher	No regulation for teacher	0
		Has regulation but does not reflect protection to student	1
		Has regulation that reflects protection to student	2
		Has regulation that reflects protection to student and is implemented	3
		Has regulation that reflects protection to student, the regulation is effectively implemented and has strategy for sustainability of the implementation	4
	Councelors	No councelor	0
		Has councelor but has no SOP for handling student that has problem	1
		Has councelor and has SOP for handling student that has problem	2
		Has councelor, with child friendly SOP for handling student that has problem	3
		Has councelor that proportional to the total number of students and has child friendly SOP for handling student that has problem	4
Participation	Classroom Design	The room is not designed for class and is used for all subjects.	0
		The room , is used for all subjects, is designed for class but has no decoration	1
		The room , is used for all subjects, is designed for class, has decoration, but not thematic	2
		The room is designed for class, has thematic decoration but is used for all subjects.	3
		The room is designed for class, has thematic decoration and is used for only one subject.	4
	Media for Aspiration	Have no media for giving advice and aspiration	0
		Have only one madia for giving advice and aspiration	1
		Have more than one media for giving advice and aspiration	2
		Have more than one media for giving advice and aspiration and periodically discussed by management	3
		Have more than one media for giving advice and aspiration that are periodically discussed by management and followed up by improvement	4

References

National Document. 2003. *Act of the Republic of Indonesia Number 20 Year 2003 on National Education System*. Ministry of National Education.

Suwarno Widodo et al. 2010. *Implementation of CRC and Classroom Management through Model School in Magelang District*. Progress Report.

Wickenberg, Per et al. 2009. *Taking Child Right Seriously*; Reflections on five years of an International Training Programme. Lund University, Lund Sweden.

National Document. 2002. *Unda*ublic of Indonesia.

Unicef. 2009. *Child Friendly School Manual*

Appendix

The kinds of abuses toward students:

1. Student was kicked by a gym teacher because he was lazy when exercising.
2. Students were scolded by the teacher with harsh words because they did not pay in the classroom.
3. Student was offended by the words of the teacher as a prostitute.
4. A student was called by the teacher using a bad nickname.
5. Student was beaten by a gym teacher
6. Student was pinched bruised by religious teachers
7. Students was being told as stupid by art teachers because they can not answer teacher's questions.
8. Student was threatened to be raped by religious teachers because she was outside the class and did not follow the lessons.
9. Students complained about too much homework from teachers of mathematics.
10. Students complained that teachers only give the task but not corrected, so they asked the teacher is replaced.
11. Students complained that teachers did not teach clearly, and became angry when he was asked questions.
12. Students complained that math teachers often leave the task because many activities outside of school.
13. Students were told to take down their shoes for a day for not wearing uniform shoes.
14. Students were sent home for not wearing a uniform.
15. Students were given a raffia belt (to make them shameful) for not wearing belts.

16. Students were asked to use the base of the black plastic bag (shame) for a day for not wearing uniform shoes.
17. Students were not allowed to take a test because they did not pay tuition fee.
18. Students were beaten by parents (Indonesian Arm Force) in the school for violating school discipline.
19. Students were asked for money by his friends.
20. Students were threatened would be ostracized by classmates if they do not buy snacks.
21. Students were threatened by outsiders (from another smp) to give money.
22. Student was repatriated because of smoking.
23. Students were expelled for gambling in school.
24. Students were invited and threatened to gamble by classmates.
25. Students were released by the school because of getting drunk.
26. Students were forced by students from another Junior High School students for getting drunk.

The questionnaire for evaluation

No	Description	SCORE			
		1	2	3	4
A.	**Principals** give motivation to teachers in practicing classroom management based on CRC monitor teachers' preparation for the classroom management. facilitate the teaching practice. practice fair relation and nice conversation at schools. control practicing teaching learning process. practice transparence, accountable and participative school management. accept students with special needs.				
B	**Teachers** open the class with apperception make an agreement with students before conducting teaching learning process teach students without physical and psychological pressure. teach students with appropriate media activate students respect students opinion motivate students in learning strengthen students' learning give remedial teaching for slow-learners give enrichment for fast-learners guide students who break the class/schools' rule maintain a comfortable class				

C	**Students** are active in learning do their tasks from teachers practice fair relation and nice conversation with their friends at schools are willing to do their work in group obey the rule				

Malawi

Students' Participation in Discipline Issues among Students in Secondary Schools: A Case of Malosa and Mulunguzi Secondary Schools

Rose Mpazo Kamwachale and Ellina Msiska Mwenegamba.

1. Frame of Reference

Malawi is a signatory of the United Nations Convention on the Rights of the Child (CRC) in which Article 28 recognizes the child's right to education. In order to achieve this, in 1994 Malawi introduced free, but not compulsory, primary education-plans are underway to make it compulsory, though. In addition, it has public secondary schools which accommodate students at the national, district and community levels. Besides these public secondary schools, Malawi is encouraging secondary education through private and open secondary schools for those who do not have access to public secondary education.

Despite the government's efforts to have the child access education, indiscipline of students in schools is one factor that hinders the child from accessing quality education and successfully completing his or her studies. The indiscipline is a hindrance in a number of ways.

Firstly, it reduces teacher- student contact time in the sense that teachers, sometimes, use learning hours to settle discipline cases, which may take a day or two if the case requires investigation and hearing as stipulated in the guidelines on discipline (Ministry of Education, Science and Technology, 2001).

Secondly, the learning process is interrupted because sometimes internal punishments are administered to the culprits during class time while their friends are learning. If a more serious offence is committed, students may be suspended from school. This means that they stay at home for one to six weeks and when they come back their friends are

far ahead. If more serious offences are committed, the students get expelled from school and some choose to drop out on their own due to the unfriendly environment created at the school because of the punishments given.

This scenario is a challenge towards achievement of the Education for All by 2015 goal as well as a hindrance to exercise of the right to education.

2. Purpose

The purpose of this project is to enable students to take an active role in issues of discipline among fellow students in their school.

2.1. Expected Outcome

- Increased opportunity for students to freely express their views on issues that concern them in the school so that at the end of the day they do not get involved in indiscipline
- Increased level of cooperation and trust between administration, staff and students
- Increased student school attendance and teacher- student contact time leading to improved academic performance and completion rate

2.2 Target Group

The target group in this project was students of Mulunguzi Secondary School and Malosa Secondary School in Zomba District. The two schools have more similarities than differences. Malosa is located in a rural area while Mulunguzi is located in an urban area. However, students selected to Mulunguzi come from rural areas within Zomba while those of Malosa come from several districts in Malawi. They are both mixed boarding secondary schools which means both boys and girls are accommodated at the schools when schools are in session. They both enroll students of grades 9 to12 commonly referred to as forms 1to 4. The majority are in the age range of 14-17 years although some are over aged- up to 25years. Entrance into the schools is through selection based on merit and students pay school fees. The enrolment capacity for both schools is 480 students per school year but the enrolment during the project was 732 at Malosa and 719 at Mulunguzi.

2.3 Stakeholders

The stakeholders included head teachers, teachers, members of support staff, Parents' Teacher Association (PTA) Executive and Education Board.

3. Activities

3.1 Briefing sessions after coming back from Sweden

The team briefed the Education Division Manager about the CRC training as well as the project and sought permission to go to Malosa and Mulunguzi Secondary Schools to carry out the project. The Manager was very supportive and granted the permission.

The team went further to brief the District Education Managers for Zomba Urban and Rural who were also quite supportive of the project.

Later, on two different days, the team sensitised the Head teacher and staff members of Malosa Secondary School and the Head teacher and teachers of Mulunguzi Secondary School about CRC and the project.
In the two schools there were some observations concerning the project. The staff members asked questions like how and why Malosa and Mulunguzi were sampled. In response, the team said they chose the schools due to proximity, since the project was not funded, as well as the frequent occurrence of indiscipline cases in the schools, as seen from the frequent reports on indiscipline cases submitted to the Division Office. The team further said that it was because they were familiar with the two schools.

There was another question on why the team chose only boarding and co-education schools and not also a day or single sex school for better comparison since indiscipline cases were dependent on the type of school. However, the teams' focus was not on comparison of the cases but their occurrence, different or not, and students' involvement in the issues of discipline in the schools.

Other stakeholders like the Education Board and PTA Executive representatives were also briefed.

3.2 Baseline study

The team conducted a baseline study of the indiscipline cases in the 2010/2011 academic year. This was done in order to appreciate the type and extent of indiscipline cases occurring at the two schools.

The following were the results at Malosa:

Cases	**Frequency**	**No. of Students involved**
Possessing cell phones	35	35
Going out of school bounds	11	17
Defiance of authority	9	18
Persistent truancy	8	8
Use of obscene/abusive language	7	9
Absence overnight without permission	6	6
Theft	6	6
Teasing and bullying	4	19
Boy/ girl relationships	3	26
Pregnancy	3	4
Forgery of name	2	2
Fighting	2	4
Beer drinking	1	9
Instigating and taking part in rebellious behaviour	1	18
TOTAL	**67**	**183**

Other Cases

Absconding classes and studies, making noise during class and study time, reporting late for school activities, quarrelling with other students and refusing to work in hostels.

Punishment

Expulsion (24), suspension (49), rustication (21), internal punishment (several) and counselling (several)

The following were the results at Mulunguzi:

Offence	Frequency	No of Offenders	**Punishment**
Going out of school bounds without permission	18	33	2 weeks rustication, when repeated suspension
Absconding classes and exams	5	19	2 weeks rustication
Open defiance of authority	5	8	4 weeks suspension
Vandalising electricity in hostels	3	6	2 weeks rustication
Theft Attempting to steal	2 1	3 1	suspension
Spending a night outside school without permission	3	3	suspension
Entertaining outsiders within the school	3	3	1 week rustication
Being found drunk (repeated)	1	1	6 weeks suspension
Fighting	1	1	4 weeks suspension
Cooking in hostel	1	1	2 weeks rustication
Forging signature in library	1	1	3 weeks suspension
TOTAL	**44**	**80**	

Students involved in both schools

More boys than girls were involved in the indiscipline cases, especially form 3 and form 4 students (both new comers and those who were enrolled at form 1).

3.3 Briefing on Baseline Study

The team briefed the head teachers and teachers of both schools on the results of the baseline study.

The team also met the students of Malosa and Mulunguzi and briefed them on the results of the baseline study. They talked to them about their right to education, how it is affected by the frequent occurrence of the indiscipline cases and the fact that they can play a great role in the discipline issues of the school.

Rose Kamwachale addressing students on issues of their behaviour and education

At each school, the students were divided into groups, according to their classes in order to discuss what causes their involvement in the cases and what could be done to reduce the occurrence. Each group was led by at least a prefect and a class monitor/leader.

A group of students discussing issues of their discipline during a weekend

The causes of students' indiscipline from the two schools were almost similar and have been grouped under the following themes:

- **Lack of or inadequate provision of important resources and facilities to students** e g food, telephone, medication etc
- **Strict school rules eg** no outing days.
- **Failure of teachers to act as role models eg** some teachers using bad language to students and dressing poorly.
- **Poor student -teacher relationship eg** some teachers are not friendly when teaching and sometimes students are not listened to when they make requests or suggestions.
- **Over-enrolment**
- **Students' oriented eg** no respect and love for one another; having bad habits like rudeness and being thieves; carelessness with their belongings; adolescence; peer pressure; not following school rules.

NB. The students also suggested some solutions to these causes which were brought to the attention of the administrators for consideration.

3.4 Focus Group Discussions and Interviews

Seeing that most of what was collected from the students focused more on the administration and staff than the students themselves the team decided to conduct focus group discussions and interviews in order to collect more information on causes of indiscipline in the schools; hence, interviews and focus group discussions were held with the Head teachers and Discipline Committees which comprised, 3 Heads of Department, 3 Boarding staff and 3 Form Teachers. The team also held interviews with the kitchen staff and watchmen.

The causes they cited have been summarised below:

In relation to students

- Lack of ambition/vision- students do not really know why they are at school
- Misinterpretation of human rights without considering their responsibilities
- Peer pressure
- Lack of self-acceptance- students from poor or broken families do not accept their condition

In relation to authorities

- Inadequate guidance and counselling by teachers and parents

- Poor management and allocation of resources
- Inconsistence in handling students' indiscipline cases
- Lack of communication between authorities and students eg when there's change of menu in most cases there is no timely communication to students
- Admission policy – students who join the schools from other schools bring in conflicting culture corrupting the good culture at the school
- Poor choice of student leaders

3.5 Sensitisation on CRC

Having understood the situation on the ground in relation to students' discipline at both schools, the team decided to conduct sensitisation meetings on CRC. This sensitisation targeted our target group as well as the stakeholders. The content of the sensitisation meeting included: reflection on the student, 3 pillars of CRC, Article 12: the right to be heard and participation. (For details of the content, refer to the Appendix.)

After the presentation, the team gave the stakeholders an opportunity to express their fears if they are to give students the opportunity to participate in issues which concern them. They cited the following:

- Students may think that they are at par with teachers once given room to express their views or suggest solutions.
- It is time wasting.
- Inferiority complex-teachers and administrators thinking that their value may be undermined.
- Students cannot participate in everything- some issues are too complex for them.
- Students may be too demanding.

3.6 Seeking views through interviews and focus group discussions on how students can participate in discipline issues

The team gathered this information from teachers, students, Support staff, PTA Representatives and Education Board Representatives

- Students should be involved in formulating school and class rules.
- Prefects Council should be frequently involved in giving fellow students sensitisation talks on school rules.
- Students should work hand in hand with their leaders in identifying and reporting indiscipline cases to school authorities and they should be honest in their reports as well as during investigation.

- They should be responsible by following school rules and regulations to reduce occurrence of indiscipline and avoid punishment.
- Students should be free to express their grievances and concerns to school authorities, through their representatives, on how the school is being run and that should not be taken as defiance of authority
- Student leaders should meet frequently to assess progress and make follow up on complaints from students.
- School Administration should hold regular meetings with prefects and class leaders in order to gather information on what is happening on compass and communicate important information.
- Students should be visionary enough to know why they are at school and concentrate more on their studies than other useless things.
- They should take part in entertainment and sporting activities during their free time in order to keep busy and avoid indiscipline
- Students should be God fearing and belong to religious societies and congregations because they encourage them to be disciplined.
- Students should be involved in electing their leaders, who should know that they have been trusted with responsibility and be exemplary by obeying school rules and being impartial.
- Students should advise and control one another when one wants to misbehave or has already misbehaved.
- Indiscipline cases should first be discussed by student leaders because some cases are not worth teachers' attention.
- Role models in different groupings e.g. same class should be able to give talks on areas in which they are excelling, for instance in academic performance, good behaviour etc.
- A club should be established whereby selected students can be trained to identify, befriend and counsel fellow students who have behaviour problems.
- Schools should introduce suggestion boxes in which students can place any suggestions or complaints they have and school authorities should take these seriously.

NB: These views were presented to the schools for consideration.

3.7 Formation of Student Councils

From the discussion on causes and possible solutions to indiscipline, the team observed that the students have a lot to say concerning their day to day lives at school. Again, from the interviews and focus group discussions the team learnt that there are meetings held with school administration through which they can air out their concerns but

there still seems to be some limitation in participation and representation. Because of this, the team decided to facilitate the formation of Student Councils.

In the two schools, there already exist the Prefects' Council but there is limited participation and representation since students come from just one form. Again, class monitors or leaders are also already in place but their roles to participate and represent are limited. In addition, there seems to be no point where these two groups meet as leaders in order to discuss and communicate issue of concern among the students.

Therefore, after lengthy discussions with members of staff a consensus was reached that the council should comprise the already existing structure of prefects and monitors. The monitors were to initiate meetings at classroom level, at least once a fortnight and assess their stay during the two weeks, looking at positives and negatives. After which, they would get in touch with either their class teachers or members of Prefects' Council depending on the issues to be communicated. Later, there would be meetings with the authorities.

4. Results

Through this project, students had the opportunity to reflect on the indiscipline taking place in their school. They analysed the causes, according to their day to day experiences, and suggested what they thought was the best way to deal with those causes. The findings were presented to teachers and administrators for possible action.

Of course there were mixed reactions. On one hand, some of the stakeholders thought the students were not being realistic since it was like they were putting more blame on teachers and administrators than themselves for their indiscipline and they were making 'unrealistic' demands. On the other hand, some were positive and according to one authority, "The causes and solutions that the students aired out are an eye opener."

Some consideration was made in the schools on the views of the students. For instance, students cited theft in the hostels being due to the hostels not being locked and suggested that they should be locked during class and study time and the boys' dispensary, where boys can rest when sick, should be functional. This was implemented. The students also complained about poor dressing of teachers, and the teachers concerned at some point were talked to by the Head teacher of one of the schools.

The focus of the project being participation, there is a noticeable will among administrators to involve and consult the students, through their leaders, which has resulted in increased participation of students. For example, the Head teacher of one of the target

schools, seeing that the money allocated to food on the budget was inadequate and fearing the students' possible negative reaction, he had to involve the student leaders in coming up with the menu. The student leaders struggled to come up with the menu and the same were used by the Head teacher to communicate to fellow students the difficulties that the school was going through financially.

Another example is a case where there was a need to promote speaking of English among students at one target school. The staff concerned had to involve Prefects' Council and Class Monitors (Students' Council in this context) by sharing the vision with them and asking them to share it with their schoolmates, which the Council did and it worked.

As a result of the CRC sensitisation, there is awareness of the three pillars of CRC in the schools, that is, provision, protection and participation.

5. Discussion and Reflection

The concept of participation, according to CRC, seems to be new and a bit contrary to the traditional way of raising children in the Malawian culture. The elderly ones usually take a bigger responsibility in making decisions for children and children question little of what the elders do. The teachers and students in the target schools have grown in such a culture and so coming to a point where participation is viewed and fully appreciated from the CRC point of view may need a lot more time. The students were very excited with the idea of participation in issues that concern them in the school. However, there is fear that if the concept is not well understood it may be misinterpreted and make students behave irresponsibly. This could be seen from the fears the teachers expressed after the CRC presentation. The students, therefore, need close monitoring and guidance.

Again, as the students are given the opportunity to express themselves, there is need for the administrators to take the contributions and criticisms from the students with a positive mind even though it is not everything the students say that should be taken. This will reduce the students' aggressive behaviour.

The team managed to conduct the activities successfully and get the results because of support from the authorities and stakeholders. The Education Division Manager gave the permission to carry out the project in two of his schools, Malosa and Mulunguzi. The District Education Manager's Office also supported the team by providing printing and photocopying services.

The Head teachers in the two schools were willing to give permission and arrange for the team to meet teachers and students. Again, there was willingness of the students and different stakeholders to participate in the activities of the project at various stages.

6. Way Forward

- There is need for the team to continue working hand in hand with the schools in monitoring the operation of the student council up to a point where the schools can own the project.
- Some of the information collected from the target group and stakeholders on how students can participate in discipline issues needs implementation in the schools.

7. References

Landsdown G. (2000) 'The Participation of Children' in Changing Childhoods pp273-282: Milton Keynes: The Open University

Ministry of Education, Science and Technology (2001). Discipline Policy Guidelines

Hodgkin R & Newell P.(2007) Implementation Handbook for the Convention on the Rights of the Child, fully Revised third edition. Geneva: United Nations Publications

8. Appendix

CONTENT OF THE CRC SENSITISATION MEETING

1. REFLECTION ON THE STUDENT

- Description without concept of age
  - Playful
  - Dependent
  - Talkative
  - Irresponsible
  - Needs guidance
  - Developing

- Experiencing adolescence etc.

- **Everyday experiences from waking up to bed time**
  - **People he/she meets**:
    - Peers, Boarding Masters/ Mistress,
    - Teachers, Business people, Support Staff etc.

  - **Joyful/Happy moments**
    - When performs well in class
    - During meal times especially when appetising
    - During blackouts
    - When on trips
    - During entertainment
    - When receives parcel/ money/visitors etc.

  - **Sad moments**
    - When has failed in class
    - When sick
    - When involved in indiscipline and case is under interrogation
    - During exams
    - When without pocket money
    - When rebuffed
    - When personal items get stolen
    - When the kitchen runs out of food before getting his/her share

NB: These experiences and encounter affect the child's everyday behaviour.

2. UNCRC

- Adopted on 20th Nov, 1989
- Malawi is a signatory
- Based on 3 pillars

  - **provision** (right to education, food, clothes, shelter, health services etc)
  - **protection** (right to life, protection from abuse, harmful punishment etc)
  - **participation** (right to religion, to play, to form and join societies, to be heard etc.)

NB: **For students the emphasis was on their responsibilities in relation to rights.**

Article 12: The Right to be Heard
States parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. ,*(Implementation Handbook for the Convention on the Rights of the Child 2007:149)*

Interpretation
Children can have views on different issues, therefore adults, (i.e. Head teachers, teachers, Boarding Masters etc) should give children room to express those views in all decisions and actions that concern them. The views should be taken seriously – of course not everything taken but consideration should be given depending on children's level of understanding of the issues involved.

3. PARTICIPATION
Participation means children taking part in and influencing processes, decisions and activities that affect them, in order to achieve greater respect for their rights.(Landsdown 2000:273)

This does not imply that:
Children have the same status as adults
Adults no longer have responsibilities towards children

It implies:
Adults working closely with children for the betterment of children's lives.

It requires a major shift in thinking – adults recognising children as competent social actors – since traditionally children are subordinate to adults.
It also requires shift of power and responsibility from adults to children – not over or against adults but sharing it with adults

NB: Recognising children as social actors and allowing them to participate fully in issues that affect them is the best way to enforce and implement children's rights.

Children are more competent than we, adults, usually think.

(Some) Children have good ideas about their problems, needs and possible solutions; hence the need to involve them.

What participation is about:
- Children being treated with dignity and respect e.g. in class, at dining hall etc.
- Children being listened to and their voices being heard
- Children being consulted on matters that affect them

- Children being given adequate information to be able to form an opinion
- Children making choices and influencing decisions contributing to the understanding and solution of social problems.

INTERVIEW QUESTIONS

1. Why are students getting involved in these indiscipline cases?

2. Apart from suspension, rustication and internal punishment, how else are indiscipline cases handled?

3. What are you doing in order to prevent occurrence of indiscipline cases among students?

4 a. Do students have the opportunity to meet management and air out their concerns?
   b. If yes how often?
   c. How effective are the meetings?

5. Any suggestions on how to prevent indiscipline cases?

Mozambique

A New School

Janete Mondlane Machava and Gilberto Langa

1. Introduction

Child rights issues needs planning, designing, delivering and evaluation which are based around the achievement of the specific human rights of children as set out in the UN Convention of Rights of the Child (CRC).The implementation of Child Rights programs in schools are necessary to reach good quality education.

Mozambique is a multilingual and multicultural country where coexist ethno linguistic groups, predominantly those of Bantu origin. This cultural and linguistic diversity that characterizes Mozambique poses major challenges to the Education sector. (INDE/MINED-Mozambique, 2012. 8)In response to the challenges, the country became a signatory of UN Convention on the Rights of the Child since 1990, ratified in 1994. In this agreement the government committed itself to ensure the rights of all Mozambican children to basic social services such as education, health, drinkable water and community participation in issues related to the children. The Convention on the Rights of the Child contains 54 articles can be broadly grouped in three sections named the "three Ps" (protection, provision and participation), thus:

Rights of Protection- article 16 declares the child's right protection from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care for the child. Protection rights ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.

Rights of Provision ensures the fulfillment of special needs of children, such as education and health. Article 24 of the Universal Declaration of Human Rights includes the right to care as part of everyone's right to "a standard of living adequate for the health and well-being of himself and of his family", adding: "Motherhood and childhood are entitled to special care and assistance (UNICEF, 2007.343). Article 26 of the Universal Declaration of Human Rights state: "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit".

Rights of Participation is a multifaceted concept. It is about children's activity and agency being entitled to express their feelings, beliefs and ideas and being given adequate information to be able to form an opinion. It is also about children making choices and influencing decision, contributing to the understanding and solution as social issues (Kirby and Woodheap, 2003.236).

The government has developed actions in several areas in order to enforce these rights that are stipulated in the Convention and included in the Law of National Education System (NES), 1992[1], which defines that the public primary Education is free. As a result, considerable progress has been achieved, the number of students increased from 1.3 million in 1992 to 4.4 million in 2011, while many of the graduate's from seventh grade still unable to demonstrate mastery of knowledge and skills specified in the curriculum. The basic education curriculum, in particular, is based on the view that education must take into account the diversity of individuals and social groups to be more inclusive. For its implementation, a workload of 20% of total time of national curriculum to accommodate the local curriculum is expected (INDE/MINED – Mozambique, 2003.82).On the other hand, this curriculum do not open, in an explicit manner, the possibility to integrate the local curriculum, consequently, subject areas are addressed in a uniform and homogeneous in the whole country (INDE/MINED – Mozambique, 2003).

The Curricular Plan of Training Course for Primary Teachers (PCCFPP) has challenge of training competent professionals, able to organize and manage complex learning situations, ensuring a successful education for all (INDE/MINED – Mozambique, 2012. 7).In this plan, it was defined the following transversal themes to be discussed in all modules: Education for Citizenship, Rights and Duties of Citizens, Human Rights, Children's Rights, Culture of Peace and Democracy and Patriotic Education (INDE/MINED – Mozambique, 2012.16).

1 Lei nº 6/92, publicada no BR, nº 19 (1ª série), 6 de Maio, 1992.

2. Frame of reference

Within the context of the international training programme on Child Rights in Classroom and School Management, offered by Lund University, Sweden, the team intends to implement CRC in Mozambique, to promote the three Ps of CRC, by improving the school environment, strengthening dialogue among students and teachers, improving teaching methodology and turn the school free from drugs, violence and withdrawal. The team developed a project titled "A New School" (Escola Nova) in order to integrate the child rights in primary school curriculum. The selected school is Escola Primaria 3 de Fevereiro. The idea to develop the project in this school arouse in a meeting of teachers and parents carried out in this school, in order to discuss the student behavior and performance. This school is regarded as a reference in the city of Maputo, and the most requested by parents from other places, who believe that the school offers a better quality education, compared to other schools. The school was composed of two buildings; the first was named after Rebelo da Silva, having only girls. The second was known as Queen Elizabeth, attended only boys. The first one was inaugurated on September 10, in 1933 and the second in 1958. Nowadays it is a mixed school with 2238 students (boys and girls).

3. Purpose

The purpose of our project is to promote the CRC as a tool to improve the quality of education for the students in grade six and their parents and teachers. Through our employments, the target group can develop capabilities to create and implement school projects to solve their problems. Children's rights will be demonstrated through innovative activities. The CRC will be embedded in the curriculum within the different subjects in the formulation of school policies and practices in classroom. The stakeholders to the change project will be the principal and the other teachers, parents and students at the school.

4. Methodology and activities

We implemented our project at Escola Primaria 3 de Fevereiro and developed many activities:

- Identify the common problems occurring in school together with the parents, school council represent and teacher represent.

- Application of teacher training activities for teachers grade six and their principal to identify its sensitivity towards the CRC and the possible forms of integration into their lesson plans;
- Applications of a short survey to the students of grade six to identify their knowledge about the CRC;
- Preparation of the mentor visit in Mozambique.

4.1 Detail of main activities at Escola Primaria 3 de Fevereiro,

4.1.1 Identify the common problems occurring in school

We participate in a meeting of teachers and parents carried out in this school, in order to discuss the student behavior and performance. The present meeting report illustrates disturbing facts towards the behavior of teachers and students. Teachers regret the low achievement and behavior of certain students, the students' use of mobile phones during classes to watch movies by inappropriate age, alcohol consumption using juice containers and cigarette consumption. On the other hand the parents claim that the quality of teaching methodology is low, the forms of assessment and use of pejorative expressions by the teachers during the teaching and learning process due to poor student behavior contributes for the lowering of the quality of education. These facts show that there is a need for changing attitudes among students and teachers in the school.

4.1.2 The teacher training activities

The teachers' training was held at Escola Primaria 3 de Fevereiro17 October 2012. It was attended by 10 teachers who are teaching 3rd and 6th grades. The purpose of this training was to introduce the project and collect the sensitivity of the teachers on the project.

Picture 1 &2 – Janete Machava and teachers of 3rd and 6th grades, during the training on CRC

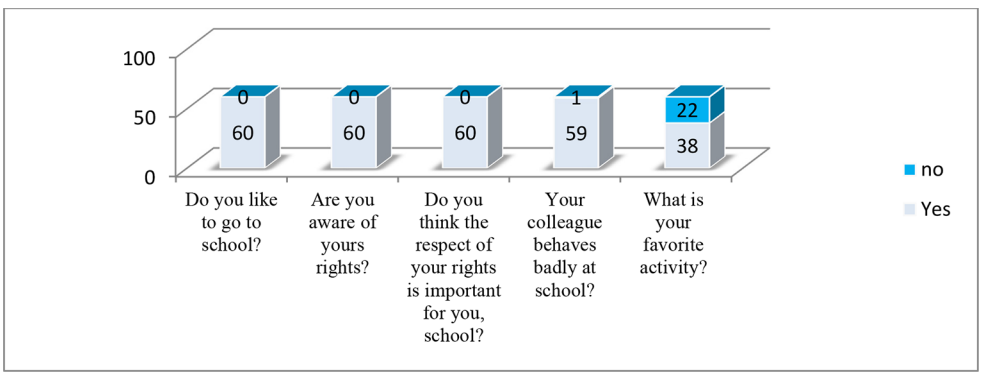
We made a presentation that contained of introduction, principles and the main categories of CRC. The second part dealt with the forms of CRC implementation, the proposed project "A New School", the performance of teacher and student in the class-

room, proposed action plan and suggestions from students. Teachers said the project is interesting and important because it is an additional instrument that can boast their work, especially in terms of molding the behavior of students. In general, the teachers presented the following observations: The project must include both children's rights, and duties for the development of an integrated personality, able to make a distinction between rights and duties. It is necessary to include parents and careers so that they can contribute actively in promoting the rights and duties of children in the school and community. The contents of rights and duties of children should be included in the school curriculum. Therefore, the teaching programs and materials should explain the CRC in different contents, taking into account the particularities of each subject and degree (class).It is necessary to develop actions to awaken children's interest in learning, especially in discovering positive activities that they enjoy more to accomplish.The project should start its activities early in the academic year 2013, to increase participation of teachers, students, parents and guardians of Education.

4.1.3 The Student survey

The student survey (appendix 1) was realized on 3 October 2012. It surveyed 60 students. They were 10 students from each one of the 6 classes with the purpose to scoop their tenders regarding the activities that they like to do.

a) Regarding knowledge about Child Rights and its implementation in the classroom, the survey showed that all students like to go to school, all are aware of their rights and believe that the respect for their rights is important for them in the school. Unfortunately, 37% do not practice their favorite activities in the classroom.



Graph 1 Knowledge of Child Rights conventions and its implementation in the classroom (60 pupils)

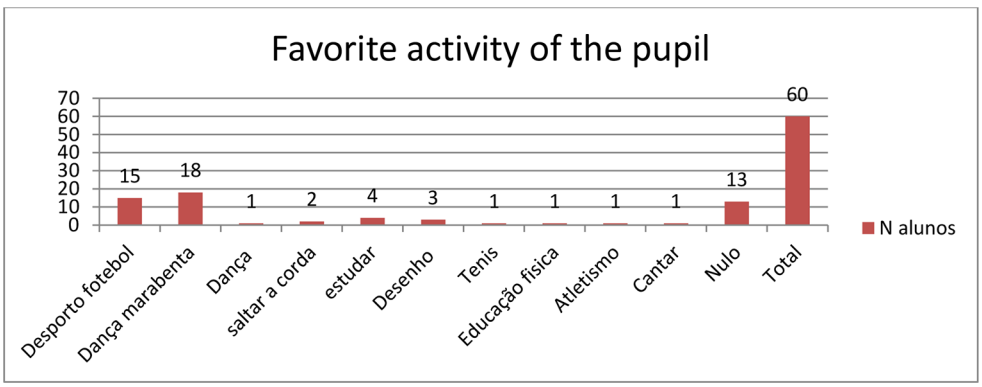
b) Regarding the **teachers** behavior the classroom, 32 % said that teachers beat the pupils to behave well in class, 27 % said that if it is the first time the teacher call attention. On the other hand, the smallest part of pupili.e.12 % of said that the teacher educated to respect others, 4 pupils said that the teacher do nothing, 3 pupils said the teacher give us a reproach, one said the teachers call attention and if they con-

tinue to misbehave they send them out, teachers get angry with them, and separate those who misbehave and 3did not answer anything.

Table 1 Teachers behavior in the classroom.

Teachers behavior in the classroom	Pupils
The teachers be at the pupils to behave well in the classroom.	19
They call parents or education guardians.	5
If it is first time they call attention.	16
They educate to respect others	7
The teachers call attention and if they continue to misbehave send out	1
The teachers get angry with them	1
They separate themisbehave	1
They give us a reproach	3
They do nothing	4
No answer	3
Total	60

c) Regarding the favorite activity of the pupils, the majority, 30 % specifically like to dance Marrabenta, 25% of students enjoy football, and 22 % did not answer the question. In contrast the smallest part, i.e.7 % enjoy studying dance, like to draw5 %, 2 and 1to jump rope, tennis, physical education, athletics and singing.



Graph 2: Favorite activities of the pupils (football, dance marrabenta, dance, to jump the cord, to study, to draw, tennis, physical education, athletics, sing, no answer).

d) Regarding the student behavior in the classroom, the majority, i.e.27 % students said that they had complained to the teacher and the pupil has got punished, 11 students did not answer the question and18 % students said their classmates behave badly. On the other hand the smallest part, i.e. 6 said that they get angry, stop being friends, many others said that classmates call attention and one student said that when one pupil starts to laugh the others remain silent.

Table 2 Pupils behavior in the classroom

What do you do when one of your classmate behave badly?	Pupils
They fight and complain to the Director	2
They get angry with him and cease to befriends	6
They laugh and others are silent.	1
They behavewell	4
They are surprised	1
They callattention	6
They behavebadly	11
The chief of the class puts his/her name on the table	1
They complain to the teacher and he punishes the pupil	16
They like it because the student is punished and happy	1
No answer	11
Total	60

4.1.4 The mentor's visit

a) Preparation of mentor visit

The visit was prepared in advance, during two weeks and always counted with the active participation of the principal, the students, the teachers involved in the organization (teacher Dercio and teacher Ercília) with the assistance of the change agent Janete Machava. During this period each class member introduced their favorite activity and then they were organized in topics to initiate the preparation of activities and the tests, being performed in 6 phases.

Picture 1 &2 – Pupil of 3rd and 6th grades, preparing their presentations in a school visit

In the first phase the pupils had an opportunity to choose a favorite activity and form small groups of interest. In the second phase they prepared the presentations team wise and demonstrated in the in the classroom. In the third phase the tutor made comments about their performance. In the fourth phase the tutor analyzed the pupils' performance

and decided about approval or disapproval. In case of disapproval the students had the opportunity to improve and demonstrate again. In the fifth phase the tutor made the final selection. In the sixth phase we prepared the scenery according to the program.

b) School visit

Picture 1 – Mentor Lena Andersson, The Ministry of Edcucation representant, Janete Machava, Teacher Ercilia, Fernanda, and other teachers during the school visit. **Picture 2** – The pupils and parents

On 07 November 2012, the Escola Primaria 3 de Fevereiro received the mentor for Mozambique in the training program of Child Rights, Classroom and School Management, Lena Andersson. This ceremony was attended by the one subordinate of the Ministry of Education, the members of school management, teachers, pupils, parents and guardians. We presented several cultural activities selected by students from Grade 6, including drawings exposed in venue of the ceremony. The cultural activities were showed individually or in small groups, and the selection of them obeyed the preferences of the pupil, in terms of type of activity, language (English or Portuguese) and the organization. The diversity of activities presented by the students charmed everyone, for having demonstrated profound knowledge of children's rights, which is the major purpose of the project "A New School". During her speech, Lena emphasis the children's rights in her country (Sweden), particularly the role of the student's participation in school matters. This experience was considered by teachers and students as a new strategy to be used for pupils to invite participation as a tool for pupils to become more responsible and to speak more freely. The school board thanked Lena, stating that the project is a tool that can help the teachers and students in improving their work, especially regarding knowledge of the rights and duties of students.

4.1.5 The teacher survey (appendix 2) was realized on April 2013. It surveyed 13 teachers with the purpose to scoop their tenders towards the factors which hinder the teachers to implement CRC and what hinder them to integrate CRC issues in their lesson planning.

a) **Regarding the factors which hinder the teachers to implement CRC,** we perceived that the majority of teachers encourage the learners to take their own decisions and then to participate in activities that improve the performance of the school.

Nevertheless in 13 teachers surveyed, 5 teachers don't observe the good behaviour of pupil in the classroom and 9 are forced to spend too much time dealing with behavioural issues than teaching.

Table 3 The factors which hinder the teachers to implement CRC

Questions	Yes	No	Sometimes
Is good behaviour observed and rewarded in the classroom	8	0	5
Do the teachers encourage the learners to take their own decisions	11	0	2
Do the teachers encourage the students to participate in activities that improve the performance of the school?	10	1	3
Are the teachers forced to spend too much time dealing with behavioural issues than teaching?	2	3	9

b) **Regarding the factors that hinder the teachers to integrate CRC issues in their lesson planning** we observed that in 13 teachers surveyed approximately 50 % are agree that the feeling of belonging is present among the students. However, the majority are agree that the offered activities are not related to the interest of the students at school also that the used teaching and evaluation methods don't allow the learning process occur among the students.

Table 4 What hinder them to integrate CRC issues in their lesson planning?

Questions	High	Medium	Low
To what extent the offered activities are related to the interest of the students at school?	5	8	0
To what extent the feeling of belonging is present among the students?	6	6	0
To what extent the used teaching and evaluation methods allow the learning process occurs among the students?	5	6	0

c) **To better integrate CRC in the lesson plan, the teacher suggest that:**

- Introduce learning games;
- Create space to stimulate the student's creativity in sport, with guidance of the teacher;
- parents should monitor their pupils showing the advantages of studying;
- students who cannot write and calculate correctly should be returned in previous classes because they do not have solid foundations.
- Develop reading habits, performing calculations and write compositions, markings homework and corrections always the next day;
- evaluate students systematically
- explain to parents and education objectives of the new curriculum to prevent pass students with difficulties
- students should review the matter and do the homework;

5. Results

Outcome 1: Participation of students has increased.

The student council is responsible for generating positive student performance through initiating student's discussions about school difficulties and student behavior. The voices of the students are more heard nowadays by the teachers, parents and the principal.

Outcome 2: CRC is potentially a tool for solving problems in the school in order to improve the quality of teaching methodology.

It was realized during the teacher training activities, involving the principal and the teachers, that the teachers had a lot of ideas and views on implementation of the project A New School. They identified the common problems occurring in school and ways of resolution and solutions. (See: 4.1.2).In discussion with the principal, about school environment and the implementation of CRC project to improve school environment, she appointed two teachers: Ercilia and Dércio to work with us.

Outcome 3: Identify the integration of CRC in the curricula and its application in the classroom.

Even though the curriculum is still in revision, there are some changes towards the application of CRC in the curricula; some teachers began to center the teaching process in the learners.

6. Discussion and reflection

Why did we get those results?

Everyone needs to be in a good and suitable environment. Being a child, a fragile and growing human being, he/she needs an environment that that can contribute for his/her development in all aspects. Therefore, the school must be renewed in its methods of handling the children. Teachers, workers, community, local authorities and students must be involved in the transforming of the school towards the implementation of Child Rights Convention in this institution.

Are we on the right track?

Due to the acceptance of all the intervenient people in the process it was possible to get good results in the EscolaPrimaria 3 de Fevereiroin Maputo City. At least 1/3 of

2328 students and 37 teachers in this school, after getting awareness about CRC, got involved in the promotion of the Child Rights.

- The Principal of this school fully supports the implementation of CRC in the school;
- The teachers are involved in the promotion of the rights of the children;
- The school council also supports the project;
- Parents trust the studies of their children in this school, therefore, it is of the top preference in Maputo City

Individual learning – description of attitude change

Working in the project made us in order to change his/her attitude from selfish to cooperative. It made us be able to accept the ideas of others as valuable towards the implementation of CRC in the school. From this moment onward the level of differences has been reduced, so, it is easier to work collective or individually towards the intended goal.

Challenges?

Most of the teachers do not implement CRC in the school for fear of losing their authority. The cultural background defends that a child knows nothing and so must always listen to the adult people. The headmasters do not enforce the teachers to incorporate CRC issues during their lesson planning.

This project is our second one, we started in another school but had to change our plans and activities. It gave us some time management problems. The long distance between us is also a big challenge.

7. Way forward

As the CRC has been made known by the head teacher, teachers and students, we will work together to convince the entire school community to implement the Rights of the Children within the school and in their homes. We will plan with the school authorities to get time during the school meetings to spread the awareness about CRC.

We believe that in the long term everyone will be involved in the promotion of the rights of the children everywhere. We will value the rich experience of the retired teachers and head teacher on the learning and leading processes to boast the promotion of CRC in the school as well as in the community. Together with other Mozambican

teams we will work towards the implementation of CRC to reduce the suffering among the children. We still have work to do, our project is ongoing. We are also planning cultural activities on CRC together with local drama groups.

Appendix

Appendix 1: Questionnaire for pupils (60 pupils) in the project "The New School" in Escola Primaria 3 de Fevereiro

1 Do you like to go to school?
a) Yes
b) No
c) Why

2 Are you aware of yours rights?
a) Yes
b) No

3 Do you think the respect of your rights is important for you, at school?
a) Yes
b) No
c) Why

4 Does your class mates behave badly at school?
a) Yes
b) No

If yes, what do the teachers do?
And if not what do teachers do?
What does others classmates do when one of your classmates behave badly?

5 Do you do after school activities?
a) Yes
b) No

6 What is your favorite activity?

Appendix 2

Questionnaire for teachers in the project "The New School" in Escola Primaria 3

A child needs to acquire a quality education in order to collect sufficient abilities to face the challenges of life in freedom. Because the school is a learning place, the rights of the children must be plainly assured. Therefore, we intend that this analysis contributes to the clear reflexion around the integration of the real factors which hinder the teachers to implement CRC and what hinder them to integrate CRC issues in their lesson planning.

1 Is good behaviour observed and rewarded in the classroom?
Yes / No / Sometimes
Do the teachers encourage the learners to take their own decisions?
Yes /No / Sometimes

3 Do the teachers encourage the students to participate in activities that improve the performance of the school?
Yes / No / Sometimes

Are the teachers forced to spend too much time dealing with behavioural issues than teaching?
Yes / No / Sometimes

5 To what extent the offered activities are related to the interest of the students at school?
High / Medium / Low
If it is low, state your opinions for the better extent.

7 To what extent the feeling of belonging is present among the students?
High/ Medium/ Low
If it is Medium or low, present some opinions for the improvement.

8 To what extent the used teaching and evaluation methods allow the learning process occur among the students?
High/ Medium/ Low
If it is Medium or low, present some opinions for the improvement

South Africa

Raising Awareness About the Impact of Drug-Abuse in Schools and the Role of School Based Youth Clubs in Reducing the Problem

Mofokeng Merriam Dimakatso, Molingoana Dine Christina and Kholumo Rankhoatha Ezekiel

1. Frame of reference

According to the United Nations Conventions on the Rights of the Child (CRC), the purpose of education is to foster development of the child personality, talent, mental and physical abilities to their fullest potential to prepare him/her for a responsible life in a free society, in the spirit of understanding, peace, tolerance, equality and friendship among all people.

Drug Abuse in South African schools is considered as one of the biggest health and social challenges facing learners/youth. Information on this has been collected in South Africa by various Researchers in research councils, like Medical Research Council, Human Sciences Research Council and the Centre for Alcohol and Drug Studies

One of the causes of drug abuse such as dagga and others may be due to an increase to travel in South Africa as results of tourism and trade links. This put pressure on the youth of South Africa especially school learners who find themselves vulnerable to drugs. As a result, learners in Clocolan become affected by this process. Affected learners are a threat to both educators and other learners.

Young school learners (in Clocolan) access dagga easily as a result of the proximity (45km) from Lesotho to Clocolan. Most Lesotho nationals are known to be trading with dagga. Bullying, gender violence, poor performance, poor attendance, lack of in-

terest in learning, late coming and an increase in learner drop out is as a result of drug abuse in schools. Learners are the future of the country and must be presented with opportunities that will help them to grow as responsible participating citizens.

2. Purpose

- To create a conducive environment of learning that is safe and free from drugs and all forms of substance abuse. In this type of environment the school will be child friendly and cater for the three Ps (i.e. participation, provision and protection) of CRC
- To engage BEM/GEM, Soul Buddies and other youth Clubs in school to assist in the attainment of the above mentioned environment and also to create awareness amongst learners and the school community about CRC and problems relating to drug abuse.
- The Involvement of the entire learner population in dialogue around the disadvantages of drug abuse will be of importance as it will help in making them realize the dangers of drug abuse.
- To raise awareness about the legal implications of drug abuse.
- To develop collaboration with different departments and make use of relevant national and provincial programmes in addressing the problem

3. Intended outcomes and output

- Increased learner participation in the classrooms will results in the improved performance and reduction in dropout rate of learners
- Mass participation of learners in different sporting activities will change their behavior and attitudes towards their performance
- Collaboration with other sister departments (South African Police Services, Health and Social Development), NGOs (Love life), SBST (School Based Support Team), Inclusive Education, SYRAC (Sports, Youth Recreation, Arts and Culture) and involvement of parents will assist in the reduction of drug abuse in the school.

4. Methodology/Activities

ACTIVITY	SERVICE PROVIDER	BENEFICIARIES	PURPOSE	DATE
Meeting with district management team	Change agents	Management team	Informed the district about CRC and the project	21/01/2012
Meeting with SMT, Staff, Life Orientation educators, School Based Support Team and School Governing Body	Change agents	Stakeholders	Informed the stakeholders about CRC and the project	28/01/2012
Meeting with Love Life, South African Police Services, Health Dept. And inclusive education	Change agents	Stakeholders	Inform the stakeholders about CRC and the project	07 /02/2012
Baseline study Awareness campaign on drugs and alcohol abuse	Inclusive education South African Breweries Love Life	Learners	Questionnaire Make learners aware about the danger of drug abuse(role play and worksop)	07/02/2012
Meeting with RCL (representative Council of learners) (BEM/GEM(Boys Empowerment Movement/ Girls empowerment Movement Soul Buddy's and community shepherds	Change agents	Learners		23/02/2012
Drama competitions	Arts and Culture educators	Learners	Expression of views	14/03/2012
Health Month	Health Dept.	Learners	Check learners health	02-16/08/2012
Prayer day	Pastor	Learners	Spiritual motivation	23/07/ 2012
Cleaning campaign	Learners and Educators	The township and old aged home	Provide service to the community	27/07/2012
Life in prison	Prison officials	Learners	Create awareness	08/08/2012
Prayer day	Women from different churches	Learners	Spiritual motivation	10/09/2012
Allocation of duties to learners	Change agents	Learners	Learner participation	19/09/2012
RADS (Radically Different Species) workshop	Inclusive Education officials	Learners and Educators	Awareness about HIV/AIDS, Study skills, numeracy and involvement in community projects	23-26/09/2012

Awareness about quality learning and teaching	QLTC(Quality Learning and Teaching Campaign) and Values in Education officials	Learners	Awareness about education as a basic right	26/09/2012
Children's parliament	Legislature	Learners	Presentations and debate concerning children's rights	28/09/2012
Meeting with all stakeholders	Change agents	Stakeholders	Their contribution on the programme	18/10/2012
Mentor Bodil's visit	SBST(School based support team), Bodil and change agents	Learners and other stakeholders	Communicated with the SMT, Staff members, School Governing Body, School Quality Learning & teaching committee and all learners including youth clubs.	07-09/11/2012
Information session about careers	Gender Department	Grade 8 and eleven learners	Empowered grade 8 and eleven BEM/ GEM learners about careers	27/10/2012
Motivation of learners	South African Broadcasting Services	Grade 11 and 12 learners	Learner motivation and information about careers	10/01/2013
Information session	Department of Arts and Culture	Social sciences learners Grade8-11	Careers available in Social Sciences Subjects	01/02/2013
RCL training	Private leadership trainers	RCL members	Equip RCL with leadership skills	26-28/02/2013
3rd National school Moot court workshop(mock court)	Values in Education	Learners	Develop learners on their rights and responsibilities	27/02/2013

Meeting with Love Life, SAPS (South African Police Services), Health Dept. and Inclusive Education representation

Learner participation in youth parliament

South African Breweries' awareness campaign

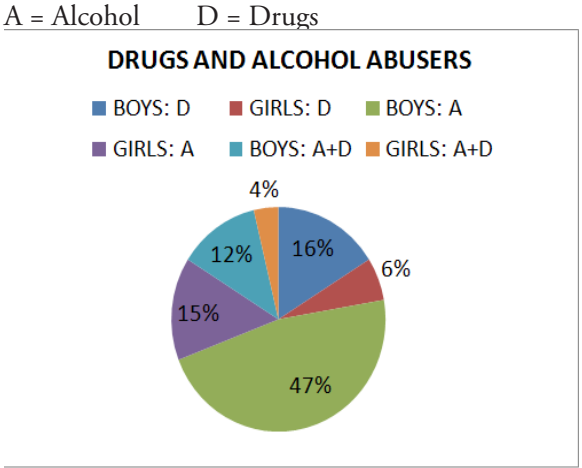
Visit to old aged home

5. Baseline

In order to get information about the level of drug and alcohol abuse in Clocolan schools, a questionnaire was designed and distributed to two primary schools and two Secondary schools. Thirty learners were randomly selected per category as follows:

- Kgutliso Primary School – Grade 7 (30 learners)- 15 boys and 15 girls
- Hlohlolwane Primary School – Grade 7 (30 learners) -15 boys and 15 girls
- Tshepang Secondary School – Grade 10 (30 learners)- 15 boys and 15 girls
- Clocolan Secondary School – Grade 10 (30 learners)- 15 boys and 15 girls

The results were as indicated in the pie chart below.
A = Alcohol D = Drugs



6. Results (What has been achieved?)

Different intervention strategies were put into action, particularly at Tshepang Secondary school as indicated in the activities table. As we started the project, learners showed keen interest in it. They were always positive about what to contribute to make a project successful. Other stakeholders also showed interest in the project and indicated that they are willing to assist the school as far as possible. Learners were involved and participated in different activities like drama competitions, speak out competitions, chess, Boxing, football, netball and other activities organised by the provincial and national departments.

Through the project the school identified that learners who were mostly troublesome and involved in dagga were over aged. Through inclusive education an initiative was taken to refer them to Adult centres and Further Education and Training Colleges.

The involvement of learners in different sporting activities has changed their behaviour and attitude tremendously. The school is gradually becoming child friendly and the needs of learners are addressed on daily basis. For example girls are provided with sanitary towels, uniform banking is introduced, the SBST is providing needy learners with take home food parcels; assist them with Identity documents, birth certificates and social grants.

The project also attracted different departments to educate learners on various challenges affecting them on daily basis. e.g. SAPS – on women and children abuse, SABC-education and careers etc.Parents are gradually taking responsibility in the education of their children and assist the school in shaping and moulding their children's behaviour.

The visit by our mentor Bodil played an important role in shaping the behaviour and attitude of our learners especially after the strike that impacted negatively to the smooth running of the school. To them it was a privilege to be addressed, heard and have communication with someone from abroad (Sweden). To the educators it was an embarrassment to hear what learners are saying about them.

After Bodil left we then had a meeting with educators whereby educators who were present in the discussions with learners gave feedback to those who were not present. Everybody started reflecting on that. It was then the feeling of most staff members that educators should be careful about what they say to learners, how they behave and how they should treat them. On the other hand educators also suggested that learners should also respect them because they are also suffering humiliation and disrespect from some of the learners. Concerns from educators were communicated with youth clubs and that received a positive response. As we indicated earlier, the school is in the process of becoming child friendly. This cannot be achieved in one day, but we are working towards that positive environment.

7. Discussion and Reflection

The Rights of Children are enshrined in the South African Constitution and are also infused in the Curriculum but unfortunately some of the educators do not take them seriously. Through this project educators and parents are gradually becoming aware of Children's Rights and take these rights into consideration. Different stakeholders support them (parents and educators) in their endeavours to recognise these Rights.

The project initially started well with some few challenges here and there. Parents and other stakeholders were very critical when the team outlined children's rights as contained in the Child Rights Convention handbook. In South Africa it is difficult to mention rights without linking them with responsibilities. On the other hand the strike that took place between May-September 2012 bore unintended results on the project and as a result it was to a large extent disturbed.

In the past the school had a number of cases where learners were referred to rehabilitation centres due to drug abuse, but since the implementation of this project numbers are decreasing. The number of learners abusing drugs has significantly decreased by 2%. Information has been obtained from School Based Support Team statistics

Despite the achievements we have indicated, we still have cases of drug abuse, boys bullying girls, humiliation and disrespect of educators by some of the learners and some parents who are sceptical about children's' rights. To some parents rights is something spoiling the behaviour of their children.

8. Way forward

- The team will still continue with the project because drug trafficking in the area poses a serious threat to learner community.
- Intensify participation of youth clubs in different activities
- Promotion of the rights of learners inside and outside the classroom will be a priority
- To ensure that Tshepang Secondary becomes a caring and child friendly learning environment.
- Through the project we are aiming to expand CRC to neighbouring schools

9. Conclusion

The project strengthened our school based support team to a larger extent. The three Ps of CRC are addressed in most of the activities and we will intensify them adequately. As the team we salute the International programme on the rights of children.

10. Reference

- CRC (Implementation handbook p.420)
- SA Constitution (Act 108 of 1996)
- Drug Trafficking Act No. 140 of 1992
- Prevention and Treatment of Substance Abuse
- Treatment Dependency Act No. 20 of 1992.
- The policy of the Department of Education

Tanzania

Establishing Student Councils in Primary Schools in Tanzania

Eugenia Kafanabo, Mboni M. Mgaza and Jerome Machange

List of Abbreviations

CRC – Convention on the Rights of the Children
ACRWC – African Charter on the Rights and Welfare of Children
LCA – Law of the Child Act
UNCRC – United Nation on the Rights and Welfare of the Child

1. Frame of Reference

Children's rights can be defined in numerous ways, including a wide spectrum of civil, cultural, economic, social and political rights. Rights tend to be of two general types: those advocating for children as autonomous persons under the law and those placing a claim on society for protection from harms perpetrated on children because of their dependency. These have been labeled as the **right of empowerment** and as the **right to protection**. One Canadian organization categorizes children's rights into three categories:

- **Provision**: Children have the right to an adequate standard of living, health care, education and services, and to play and recreation. These include a balanced diet, a warm bed to sleep in, and access to schooling.
- **Protection**: Children have the right to protection from abuse, neglect, exploitation and discrimination. This includes the right to safe places for children to play; con-

structive child rearing behavior and acknowledgment of the evolving capacities of children.

- **Participation**: Children have the right to participate in communities and have programs and services for themselves. This includes children's involvement in libraries and community programs, youth voice activities and involving children as decision-makers.

While, the 3 P's as per the International Convention on Child Rights include **Provision, Participation and Protection** as discussed in the following sections:

- **Provision:** is the right to provide access to certain goods and services, the rights to food and health care, the right to education and the rights to enjoy social security.
- **Participation:** is the right to act in certain circumstances and the right to be involved in decision making. This enables children to solicit their ideas, sharing and involve them in all discussions relating to their development. However, children have the rights to be consulted in all decisions concerning their lives. Also, they must be asked to give their opinions about all matters affecting them, including legal matters. In order to encourage children to participate, there is a need of ensuring that they are encouraged by family members, principals and teachers.
- **Protection:** under the international law/Article 12 of the Convention on the Rights of a child, the right of protection is the right to be protected in certain activities, the right to be protected against maltreatment and neglect and the rights to be protected against all forms of discrimination are very crucial to children's development.

In a similar fashion, the Child Rights Information Network categorizes rights into two groups:

- **Economic, social and cultural rights**, related to the conditions necessary to meet basic human needs such as food, shelter, education, health care, and gainful employment. Included are rights to education, adequate housing, food, water, the highest attainable standard of health, the rights to work as well as the cultural rights of minorities and indigenous peoples.
- **Environmental, cultural and developmental rights**, which are sometimes called "third generation rights," and including the right to live in safe and healthy environments and that groups of people have the right to cultural, political, and economic development.

Amnesty International openly advocates four particular children's rights, including the end to juvenile incarceration without parole, an end to the recruitment of military use of children, ending the death penalty for people under 21 and raising awareness of human rights in the classroom. Human Rights Watch, an international advocacy organization, includes child labor, juvenile justice, orphans and abandoned children, refugees, street children and corporal punishment.

Scholarly study generally focuses children's rights by identifying individual rights. The following rights allow children to grow up healthy and free:

- Freedom of speech
- Freedom of thought
- Freedom from fear
- Freedom of choice and the right to make decisions
- Ownership over one's body

Children's rights to be heard or the right to participate is one of the core right of a child. It is internationally and nationally recognised and protected. The United Nations Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC) both were established in order to protect the rights of child. Tanzania like any other country, has ratified to these two important instruments for example, UNCRC Convention was ratified in 1991 and the ACRWC in 2003. At the National level, the Tanzania Law of the Child Act (LCA) No. 21 of 2009 recognises that children have the rights to participate in all decisions concerning them. Thus, the rights apply to all contexts of a child's life, including family, school and wider community. Children therefore, possess the right to participate on how their communities including schools are controled by adults. Making the right to participate effectively, is challenging because of the deep cultural value held by adults with regards to the low or limited status and capacity of children under this care. Hence, in this study the CRC act can be summarized in figure 1.

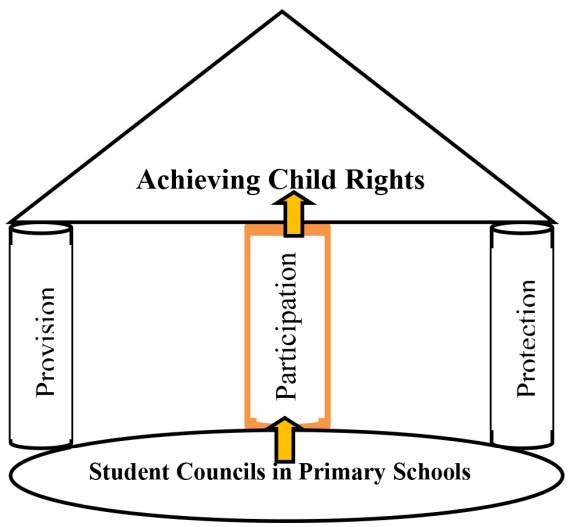


Figure 1: The three pillars of CRC: Particitaion is one of the strenghts in students councils.

In this regard, the basic rights of the children include; survival, development, protection, non – discrimination and participation are not considered. According to Article 3

of the convention of the Human Rights, which emphasizes the best interest of a child, children rights therefore need to be valued. However, since then the rights of children have been, and are still being violated at all levels. Therefore, these children need to be given their rights because if not; they will be discriminated and there will be continuous violation of children's rights in homes, schools, and in communities as a result children will have inadequate access to health care, they will get poor nutrition, lack of quality care and they will not have opportunities even to participate in all matters pertaining to their education and development.

So to make sure that child rights is implemented positively, the ratification of the convention and the charter was followed by establishment of policies, legislation, services, resources and administrative reform to accommodate the rights of a child and implementation the CRC. Despite the fact that these significant steps have been taken, fully realization of those rights is far from being a reality in our communities and schools in particular. There is little child rights to education for teachers as professionals, parents, community and for the children. There are only limited materials developed to facilitate this process. Among them was the formulation of The Nation Child Development Policy in 1996 which was reviewed in 2008. This was followed by enactment of the landmark Law of the Child Act No. 21 of 2009. Establishment of the student councils in schools is very important as it enables children to build confidence and in this case having opportunities in discussing and airing their views. Selected activities where used to in order to establish the student councils in the respective primary schools.

1.2 The purpose of establishing student councils in schools

The visit to Lund University, in Sweden by the Tanzanian team members was an opportunity to train on the Rights, Classroom and School Management and it was an eye opener in the preparation of training materials that were used to build awareness among teachers and pupils in two selected primary schools on the importance of students councils (See annex 1). The preparation of the materials was undertaken by the team members themselves. The first step was to translate the concept of Child Rights into *Kiswahili* (which was later on translated into English) by making it simple to be read by both the teachers and pupils in the selected primary schools. The content of training materials covered the following areas:

1. Concept of child right;
2. Types/kinds of child rights;
3. Types of participation; and
4. Communication and mutual relation between teachers, students and parents.

The purpose of the project was to ensure school children employ their right of participation in their respective schools and their comments and discussion are taken into con-

sideration seriously by the teachers and other stakeholders within their communities. The team members realized that child participation could enable them to solicit ideas from colleagues, share and involve themselves in all discussions relating to their development and the school environment. Therefore, participation of children in the School Council becomes particularly important especially in voicing out their grievances, their concerns and also their suggestions. Moreover, the establishments of School Councils have a role in ensuring that children are given an opportunity to participate. This later on develops skills for them to be more involved by empowering communities including teachers to care for them and listen to their grievances and ideas; having an opportunity to participate in community life after finishing their school, participate in setting up children's club or council in the communities; involving children as stakeholders in all types of community development projects; developing projects with children who may not have families to care for them; enabling children to present their concerns in conferences or consultations at local, regional and international levels.

The activities in the schools was in line with the frame of reference of the project of establishing the student councils so as students are in a position to participate effectively in the councils and they can be heard, can be consulted, and give their opinions. This is well summarized in the Ladder of Participation model by Sherry Arnstein (1969) as shown in figure 2.

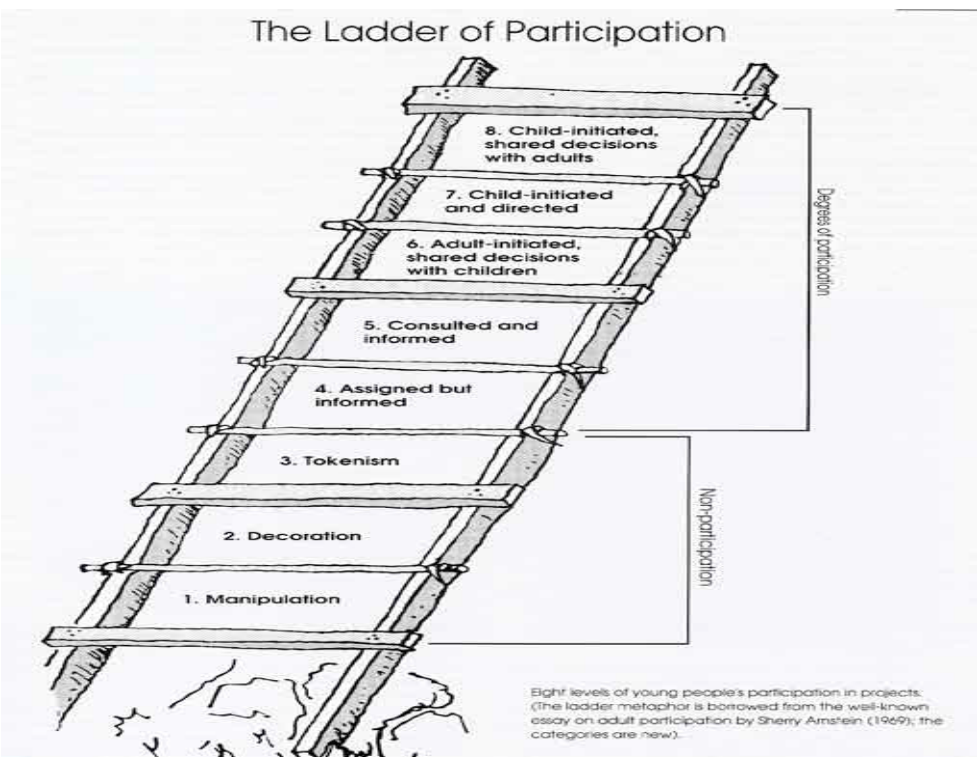


Figure 2: Ladder of participation by students in their council's increases if given opportunity.

The different levels of participation as seen in Figure 2, exposes the power children have and how they can be of value in communities. For example, children who have participated in different fora know a lot about their rights; often, decisions about children's are made by themselves based on the information provided by either adults or by themselves but based on information provided only by adults may often mislead children because adults cannot think, feel and see clear in the lifes of a child. Hence, awareness rising on participation is important between teachers and students so as to build mutual relationships in making decisions on different issues. So, teachers have to be ready to listen to their students, to bring a positive impact.

In order to encourage children to participate, parents as well as families should also take the responsibility of encouraging them to have their rights. Under the international law, children have the rights to be consulted in all decisions concerning their lives. Also, according to Article 12 of the Convention on the Rights of a Child, children must be asked to give their opinions about all matters affecting them, including legal matters.

2.1 What is to be different?

The culture of democracy implies that people learn to argue for their opinions and listen to the arguments of others, which they are prepared to change their views or accept defeat in a vote and this brings a big difference in the society. The earlier is practiced and learnt by the students and their teachers, the better a democratic culture is established. When children are treated in a way that promotes their sense of dignity and value, their respect for the human rights and fundamental freedom of others is strengthened.

The Convention on the Rights of the Child states that parties shall assure to the child who is capable of forming his or her own views, the rights to express those views freely in all matters affecting the child, the view of the child being given due weight in accordance with the age and maturity of the child. For this purpose the child shall in particular be provided the opportunity to be heard in judicial or administrative proceedings affecting the child, either directly or through a representative or an appropriate board in a manner consistent with the procedural rules of national law.

2.2 What is to be changed?

In this regard this project aimed at establishing student councils in school governance in primary schools to enable the students participate and feel free in resolving conflicts and learn about exercising their rights as well as their responsibilities in the school community. Therefore, the pupils are expected to participate in the following issues so as to bring changes in their communities:

1. Participate in academic issues particularly in:

- Monitoring attendance in classes in every subject to record absenteeism.
- Identifying resources presented in their school for example; books, teaching aids and subject teachers.
- Make a follow up to ensure the timetable is available and effectively used.
- Actively participating in sports and extra curriculum activities.

2. Participation in school safety and protection:

- Report and prevent violence among students and students – teacher violence, against corporal punishment and other bullying activities
- Report and prevent child abuse and violence at home, their communities and environment.
- Report exploitation of children in school for example involving them in petty businesses at school and at home.
- Participate in enforcing proper discipline.

3. Participate in helping students with disabilities:

- Discuss how students with disabilities are and can be supported while in school.
- Discuss how students with disabilities are supported in medical services, trained staff, and devices/equipment like the use of breila and resource allocation (including financial allocation).

2.3 Target group and stakeholders

The target group and stakeholders in this project was divided into two main groups: that is the primary school pupils in the identified primary schools and headteachers, teachers, parents, and the community surrounding the schools.

3. Methodology

The project was more of exploratory as the members of the Tanzanian team had to conduct a survey to explore if primary schools had student councils, and identify what were the main functions of these councils. On the other hand, the team made it a point that if the student councils were absent, then new ones were to be established. Several data collection tools were used including interviews, observations and focus group discussions. The project was conducted from October 2011 – October 2012.

Selection of the schools that participated in the project was done purposively, as the whole idea was sensitive and needed teachers and head of schools that would be willing to support the student councils in future even when the project is over. Mlimani Primary School which is located within the University of Dar es Salaam campus was selected. The pupils come from middle and upper class families and the school has good performance. On the other hand, Tandale West Primary School is located at Manzese Uzuri area, with most pupils coming from low economic status families and with moderate performance. These two schools were included in the project. It was realised that Tandale West Primary school had already established a student council since the year 2009, so the members of the team decided to continue working with the council by strengthening it. But Mlimani primary School did not have one, and a completely new student council was established.

Then the members of the team had to make sure that the teachers and the students understood the whole process by raising awareness through small meetings that were held by the students alone, and then the teachers alone, and finally the teachers (the selected guardian and the students) sat together. Finally each school prepared an implementation plan which was to be used as a reference during the follow up activities by the members of the team.

4. Results

The introduction of student councils and strengthening of the present council was positively accepted by the teachers, students and heads of schools. This meant that the process of participation according to the 3p's of the CRC was a new phenomenon to the students and it was expected that later it will have an impact. The main outputs of the project were to:

- Establish a student council at Mlimani primary school.
- Strengthen an already established student council at Tandale West primary school.
- Elect leaders of student councils in the studied primary schools.
- Develop student council guidelines as an effect of student readiness to establish student councils.

4.2 Establishment of student councils:

On an overall the establishment of the student councils was a success after an awareness building was conducted by the members of the Tanzanian team using the prepared materials. The team conducted training by including members of the student councils and the teachers incharge of Mlimani primary school.

Thereafter, in collaboration with head teacher the team appointed an enterim student council leader who would work in collaboration with the country team to prepare and establish a student council at Mlimani primary school while in Tandale West, the team conducted another training to the council leaders and the teacher incharge. Then, the student council leaders in collaboration with the team developed the guideline for the purpose of strengthening the existing student council. The main objective of the student council was to allow student participate in airing their views, and discuss different problems they are facing among themselves and also involve their teachers and the school management to solve any related issues (a group of happy students from Tandale West primary School).

Figure 3: Members of the student council at Tandale West Primary School

Figure 4: Members of the student council at Mlimani Primary School

4.2.1 Development of guidelines / constitution of the Student councils

After the establishment of student councils, the students sat and designed a guideline that was to be used during the implementation of the activities and hence ease of monitoring. Both schools prepared the guidelines (see appendix B). The main things which were suggested by the students and included in the guideline were council regulations, leadership and its responsibilities, members and how to elect its leaders and their duties mentioned. Finally the guideline also mentioned the meeting schedule or calendar and the functions of the student council as whole.

4.2.2 Council meetings – at Mlimani and Tandale West primary schools

The effect of student councils was evident by change in behaviour and attitude among students because they implemented one leg of the 3P's that is **'participation'** by meeting and discussing several ideas that were of concern in their schools and environment including their homes. The interesting part of the results from the meetings the students held showed that they were able to consider the school environment and how best it can be help them learn. For example, they discussed on:

- Problems of broken water pipes at the school – these needed to be rehabilitated as water flowed all the time, and there is a lot of water wasted. The students suggested to prevent more sabotage, students have to be educated on the best use of the water pipes, how to protect and prevent them from being broken and destroyed.
- There is leakage of waste water from the toilets and it flows near standard seven classes. It has to be cleared and reduce communicable diseases, not leaving aside the cleanliness of the canteen at the school premises.
- Discipline problems especially the excessive use of corporal punishment to students in both schools
- There was a request to have special sports day in the school for physical activities and health improvement, moreover identify the different talents students have (minutes from Mlimani and Tandale West primary, 2012).

All these were part of the initial discussions made by students in their meetings and meant a lot after presenting it to their guardian teachers and head of schools. The teachers found the issues raised by students as something which was true and needed to be solved by improving the water systems, school cleanliness and corporal punishment.

Figure 5: A group picture of student council members with team members, mentor and their teacher – Tandale West Primary School.

4.2.3 Other related councils in the country

The members of the Tanzanian team made a special visit at Temeke Municipal Council when the mentor was in Dar es Salaam city. Another form of student council was there under the government initiatives and it involved students with the ages between 14-18, and were from different schools and their main objectives were:

- To provide awareness to other students on the rights and responsibilities as children.
- To identify children who were vulnerable and living in unsafe environments,
- Inform the local government leadership on such problems e.g. students who have dropped out of school, girls engaging in prostitution, children going out of school to play pool-table during school hours, or who go to video kiosks, children who use abusive language and bullies, and finally report teachers who do not teach or mark

students work, etc. As it is their responsibility and they need to be educated in that matter. Get good and quality education.

The councils had positive results as these students pushed their concerns to the respective organs and made follow-ups and it beared fruits. Hence, the students were motivated, had confidence and were supported by government leaders to continue raising such issues in their communities. They also got support from Ngo's such as SAVE the CHILDREN and the Ministry of Community Development, Gender and Children.

5. Discussion and Reflections

a. Discussions:

After the execution of the study, and exploring the presence and establishing student councils, the results showed that the students, teachers and school management received positively the idea of reviving and establishing student councils. The schools with students' councils did not have formal guidelines or proper schedule to conduct their meetings. So after reviving the councils, they established formal process of conducting the councils and this was done under the supervision of the team members and the school management.

The establishment of the Student Councils in both schools and their leaders and members was eye opener for most of the students in both schools. Since members of the research team introduced the concept of child rights and the position of each student at school level, it provided the basic knowledge of which it resulted to students arranging for the election of council leaders and its members. Then the process of electing their council members was taken positively by all schools and now has provided a place where they can air their views.

After the selection of the council leaders and members, they prepared their councils constitutions with important elements, which they are now using as a guide. This was one of the main achievements by the students who had participated in the whole process in the schools under the project.

b. Reflections:

The team learnt that the children have their own will power to do things if they are allowed to do so. After attending the training on CRC in Lund University for three weeks, the team felt that it will not be possible for the Tanzanian children, teachers and

school management to accept the concept of child rights. But it was wrongly proved, since there was will, nothing was impossible and the children did wonders when they were guided and allowed to do things. The success in participation can be pegged to the process of child development and as a social being, where during the early years they need to be strengthened so as to develop. If children are well involved in any activities, for example, to discuss their views they can make wonders. Therefore, in some cases, it may be necessary to initially offer students an opportunity with a little push.

For sustainability purposes the established student councils will continue getting support from the team members by visiting them, read the minutes they have prepared and also provide any advice where necessary. Not only that, the members of the team are now preparing how to mobilize school visits, of which members from the different schools will get to hear from others and share their problems and different ways of how best to solve their problems. To get there it will also involve the school managements (Mlimani and Tandale West) so that they allow the interactions of which will also be supported by the school management, teachers and finally the parents of the children. In this way it will be possible to sustain the councils.

Moreover, the team members are planning to address the teachers of these schools on the importance of student councils, the need to support the leaders and representatives of the student councils and also encourage them by discussing and solving the issues that will be raised amicably, instead of keeping a distance and scaring them. For example, the use of excessive corporal punishment is both schools by their teachers, other means could be discussed and also address some of the problems these students get themselves in. this will reduce the social gap between teachers and students, hence more participation of students who will be open and friendly to their guardians and teachers.

Finally, it shows that the students are not sure of the right things to do, so inviting students from other councils for example those at Temeke Municipality could be the best opportunity to show students that it can be done, and more and more students can join the councils. For further assurance of sustainability more activities have to be designed to allow more interactions within and between schools, and media for publicity.

6. Conclusion

The results of the study realised that students are eager to participate (from passive to active participants) in airing their views, concerns and suggestions in their councils. It was also realised that students had the ability to do so and they should not be undermined, as they have hidden powers and talents which need to be brought up and cher-

ished. Hence, it is a prime opportunity to promote child rights in the schools, teacher training colleges and be integrated in civics subject.

7. Way Forward

The project has already been institutionalized in the pilot schools. The first two critical steps of establishing the councils have successfully been done. The next steps will include the following things:

- Conduct monitoring and evaluations to promote effectiveness and sustainability of the project in the pilot schools so as to build students confidence in them.
- Continue guiding both students and teachers to develop a mutual relationship in making decisions on issues raised through student councils meetings.
- Make follow up to see the possibility of using pupils opinions and views in setting school policy regarding discipline and provide grievance and appeal procedures.
- Make follow up to see the possibility of involving pupils in the planning of their school activities.
- Devise mechanisms for scale up in primary schools in Dar es Salaam and if possible in other regions of Tanzania.

8. References

Arnstein, S. (1969). Ladder of Citizen Participation. JAIP, 35(4), 216-224.

Population and Housing Census (2002). *Central Census Office National Bureau of Statistics Report.* Planning and Privatization, Presidents' Office. Government Printer, Dar es Salaam, Tanzania.

Robertson, I. (1978). *Sociology*. Worth Publishers, Inc, New York, 596 pp.

SOSPA (1998). Laws of the World on Children and Adolescents. [annualreview.law.harvard.edu/population/childrenlaws.html-51k]

Sykes, J. B. (Eds)(1984). The Concise Oxford Dictionary of Current English. Oxford at the Clarendon Press, pp. 827-827.

Convention on the Rights of the Child, book 2.

http://school.familyeducation.com/learning- disabilities/treatments/37812.html#ixzz1nsMfo7rf

The Law of the Child Act. No. 21 of 2009.

Sera ya Maendeleo ya Mtoto Tanzania – Toleo la Pili – March, 2008 – Ministry of Community Development, Gender and Children.

Education Policy, Ministry of Education in Tanzania – 1995

Draft report of the Constitution for Tanzania Child Rights Convension Change

Agents Association (Taccaa-Tanzania CRC Change Agents Association – 2012

Bailey, K. D. (Eds.)(1995). *Methods of Social Research*. The Free Press, New York.

Kumar, R. (1996). *Research methodology. A step-by-step guide for beginners*. Addison Wesley Longman Australia Pty Ltd., 276pp.

NFHS (1993). International Institute of Population Studies. In: *National Family and Health Survey.* NewYork , Publisher.

Robertson, I. (1978). *Sociology*. Worth Publishers, Inc, New York.

9. Appendices

Appendix A: The Project Plan

OUTCOME 1	Indicator/Monitoring	Time – Frame
Changing in behavior of students from passive to active participation		
1.1 OUTPUT	**Indicator/Monitoring**	
Preparation of Student Councils		
1.1.a Activity		
Training to develop awareness (Preparing advocacy materials and distribution of these materials).	Number of meetings Training manual in place.	15th Oct – 10th Dec. 2011
1.1.b Activity		
Electing interim leadership of students council in respective schools	Names of leaders.	15th – 20th Jan. 2012
1.1.c. Activity		
Developing student council guidelines	Student council guidelines document in place.	20th Jan – 15th Feb. 2012
1.1.d Activity		
Disseminate student councils guideline through workshops, training, meetings and facilitating the preparations of T.V broadcasting.	Report in place T.V programs aired/ broadcasted.	20th – 28th Feb. 2012
1.2 OUTPUT	**Indicator/Monitoring**	
Learning how to establish student councils.		
1.2.a Activity		
Electing representatives of student councils from classes.	Names of elected student councils representatives.	Prepared and in place.
1.2.b. Activity		
Electing leaders of student councils.	Names of elected student coucil leaders.	Prepared and in place.
1.2.c.Activity		
Preparing Student Councils meeting schedules.	Meeting schedules in prepared	Prepared and in place.
1.3 OUTPUT		
Implementation of Student Councils.		
1.3.a. Activity		
Conducting Student Council meetings.	Report of the meeting in place	Prepared and in place.

1.3.b. Activity		
Monitoring and evaluation	Monitoring and Evaluation report	Prepared and in place.
OUTCOME 2	**Indicator/Monitoring**	**Time**
Teachers readiness in accepting and solving issues raised from student council meetings.		
2.1 OUTPUT	**Indicator/Monitoring**	
Awareness raising among teachers about student participation.		
2.1.a Activity		
Conducting workshop, meetings and conferences.	Teachers training manual Number of meetings conducted Minutes of the meeting	To be prepared
2.1.b Activity		
Monitoring and Evaluation.	M & E report	To be prepared
OUTCOME 3	**Indicator/Monitoring**	**Time**
Teachers and students mutual relationship in making decisions in different issues.	Responses of students during interviews in M & E process. Guardian teacher responses during interviews in M & E process. Minutes of the meetings.	
3.1 OUTPUT	**Indicator/Monitoring**	
Agreed schedule for teachers and students council meetings.		
3.1.a Activity		
Conducting meetings according to schedule.	Meeting schedule Number of meetings conducted Minutes of the meetings	Prepared and in place.
3.1.b Activity		
Documenting meetings proceedings and resolutions from classrooms level to teachers and students committee.	File with minutes in place.	Prepared and in place.
3.1.c Activity		
Monitoring and evaluation	M&E report	To be prepared in future.
3.1.d Activity		
TV broadcasting to be conducted after all the plans are in place between teachers and students.	TV program in place.	To be conducted in future.

APPENDIX B: Guidelines and minutes of student council meetings

MLIMANI PRIMARY SCHOOL
STUDENT COUNCIL GUIDELINE (CONSTITUTION)

1. Council Regulations:
Every member should obey all rules and regulations set by the Council like;

i. It is not permited to eat or talk during the Council. You will be permited by the Chairman when you want to give your comments.
ii. You are supposed to have a discipline in the Council.
iii. Every member of the Council should be smart.
iv. The time of the Council should be obeyed.
v. Respect comments from the Students.
vi. You should contribute during the discussions.
vii. You should participate in all meetings unless if there is an emergency.
viii. All comments from the students should be confidential.

2. Council Leadership and its Responsibilities:

- Students Council will be headed by the Chairperson all the time, with the assistance from the Secretary of the Council.
- The Secretary will be repsonsible for taking minutes during the meetings.
- The report will be presented to the Teacher who is also the Guardian of the Council. Later on it will be submited to the Head Teacher and to the Secretary of the Student Council.

1. Members of the Council:

The Council will be established by elected and nominated members. There will be two types of members of the Council who will represent other members of the Council.

i. There will be one representative who will be elected by Council members. His/her duty is to forward the agreements made by the school in the ward.

2. How the Council Members will be elected:

The Council members will be elected by the Class Teachers. The Council will have 14 members in total. After the establishment of the council, members will elect leaders and the council representatives. Leaders who will be elected are:

i. Chairman
ii. Secretary
iii. Ward representative
iv. District representative

1. Duties of Members:

a. Every member is responsible to make a follow up of different issues of the students and also every member will ensure that school property is not destroyed by naughty students or people who would like to sabotage schools property.
b. Other duties are to present different problems of the students, which will later on be presented to the council for discussions.

c. All members are supposed to consider all matters relating to children's discrimination or as confidential.

2. Council Calender:
The Council meeting will be held end of the month on the second week of Wednesday.
N.B: Emergencies will be taken into consideration.

3. Functions of the Student Council:

i. To discuss students problems and working on them.
ii. To ensure children are listened in different decision making.
iii. To protect and safeguard children's rights: for example, segregation and discrimination in schools.
iv. To assist and promote our fellow students especially the most vulnerable children academically and disciplinerly.

4. Issues to be Discussed in the Students Council:
All issues to be discussed by the Students Council is supposed to originate from the students themselves.

MLIMANI PRIMARY SCHOOL
MINUTES OF THE MEETING OF SCHOOL COUNCIL HELD ON 23RD FEBRUARY, 2012

A meeting was held at Mlimani Primary school to select the school council committee members and the following is the list of these members:

Table 1: The list of names of council memners at Mlimani Primary School

Sn	NAME	POSITION	SIGNATURES
1.	Innocent Beda	Chairman	
2.	Irene Prosper	Secretary	
3.	Saumu Ramadhani	Ward Representative	
4.	Thomas Jonathan	District Representative	
5.	Janeth Kapingo	Member	
6.	Jenipha Prosper	Member	
7.	Madaraka Mkwawa	Member	
8.	Viviana Steven	Member	
9.	Debora Kimbusu	Member	
10.	Maimuna Kinjenge	Member	
11.	Alice Maringo	Member	
12.	Esteryona	Member	

2. Agenda:

i. Problem of School Water Pipes

ii. Poor innovation of School buildings
iii. Improvement of the School Centeen
iv. Improvememt of the School Toilets
v. Requesting for special sports day in the school.

3. Opening of the Meeting:
The meeing was opened by the Chairman of the School Council on Thursday at 12.30 a.m by introducing all members.

4. The Problems of School Water Pipes:
Members suggested the following:
- Water pipes should be rehabilitated as there is flow of water from the pipes all the time, and a lot of water is wasted.
- Students should be educated on the use of the water pipes in order to prevent them from being broken and destroyed.
- Uncleaned water which flows near Standard Seven classes should be monitored as it was requested before.
- Cleanliness in the Canteen should be taken into consideration so as to prevent students from diseases.

5. AOB:
No other issues

6. Closing:
The meeting was closed at twelve fifty in the afternoon by the Chairman. He thanked members for their support in the Council.

WEST TANDALE PRIMARY SCHOOL
GUIDELINES FOR SCHOOL COUNCIL (CONSTITUTION)

1. Structure of the Students Council:
a. This Council was established by members who were nominated by the Class Teacher and other members by the students themselves.
b. There will be a representative from the government of the student in this Council.
c. When the Council established, it nominates a Teacher who will be its guide. It will also elect a teacher whom the Council like him/her without being forced by the School management.

2. Selection of Leaders:
Leaders of the Student Council who is a Chairman and the Secretary are nominated by the students themselves in collaboration with the teachers.

3. Responsibilities of the Student Council Are:

a. Collect opinions from their fellow students.

b. To discuss problems which were presented by members and later on submitted to the Councillors.

c. To assist those who presented their problems to the Teachers so as to get assistance.

4. Responsibilities of Members:

a. Chairman and Secretary

- Prepare Council meetings.
- To conduct Council meetings.
- To submit suggestions to the teacher who is a guide of the Student Council.

b. Other members

- Collect opinions from their fellows students.
- Submit opinion and problems to the School Council.
- Advise and propose on how to solve children problems.

5. Issues Discussed in the Children Council

i. Obtaining water in schools.

ii. School projects.

iii. Discipline from their fellow students.

iv. Academic issues in general.

v. Students cleanliness.

6. Council Meeting Timetable:

The sessions of the Student Council will be held every in three months which is four times per year.

N.B: The Council meeting can be held before that time if there will be a need to do so.

7. Report of the Student Council:

- There will be a Council report after every three months.
- The report will also be sent to the teacher who is responsible for the School Council.
- The report will also be sent to the Head Teacher and his deputy.

Uganda

Improving Solid Waste Management in Primary Schools in Kampala and Wakiso district, Uganda

Betty Akullu Ezati, Twine Said, Arourd Ntungwa

1. Introduction

Solid waste, also known as garbage is "organic and inorganic waste materials that have lost value in the sight of the initial user" NEMA (2007). These wastes are produced through households, commercial, institutional and industrial activities. Solid Waste Management encompasses generation, collection, transportation and disposal of waste but in this project, the focus was generation, collection and disposal. Specific aspect of disposal handled include sorting of waste and disposing them in separate containers. Since the project dealt with children age 3 – 12, the term 'rubbish' and 'garbage' were often used instead of solid waste were used when explained the idea to the pupils.

Management of solid waste is a major challenge in many cities in developing countries, Kampala inclusive. Solid waste management in Kampala and Wakiso Uganda is one of the poorest. Plastic bottles and papers are common sights in many parts of Kampala and Wakiso. Yet under the Solid Waste Management Ordinance, 2000, it is illegal and punishable to dump garbage in places where it may be or become a public health nuisance.

Water aid (2011) reports that out of 1,200–1,500 tons of garbage generated per day, only 400-500 tones are collected giving a collection efficiency of only 40%. This implies that 60% of Solid waste generated daily is not properly collected and disposed. This has resulted into indiscriminate disposal by the public Mukisa (2009). Moreover all the wastes collected are dumped together in the same container. They are not sorted. Other ways of disposing of waste in Kampala and Wakiso include burying, burning,

and the most common one is transporting waste to a designated site, also referred to as 'land filling'.

According to Kampala Capital City Authority (KCCA) the amount of Solid waste generated overwhelms the capacity of the Authority to collect and dispose it given the fact that cost of SW collection is enormous (UN-Habitat, 2010). Yet most of these wastes are decomposable. Water Aid (2011) reporting on the distribution of waste in Bwaise II, one of the suburbs in Kampala notes that 76% of the waste generated are biodegradable, 8% Polythene, 4% Plastics, 3% Metal and others (9%). This means when properly managed most of the waste could be reused.

Poorly managed solid waste can result in serious adverse impact on environment and public health. First silted drainages provide a breeding place for mosquitoes and other insects. It also leads to flooding, a common phenomenon currently in Kampala where majority settled in former wetlands and swampy ground. This means a high proportion of the urban poor live in flood prone areas. In addition to the negative effects on health, flooding also interrupts people's everyday lives. Schools are flooded and become inaccessible to pupils and teachers.

Secondly, burning and burying of solid waste lead to air, water and soil pollution, while landfills, if not properly managed can also cause environmental problems among others, the pollution of ground water and surface water, land degradation, poor general aesthetic quality of the surrounding environment (NEMA, 1999; Mukisa 2009). Solid waste management is therefore a critical component within sanitation.

As already mentioned, sorting rubbish is not practiced by the communities in Kampala and Wakiso and because pupils have grown up seeing and practicing such poor waste disposal practices, many participate in littering the school compound without knowing the effects. Consequently in many urban schools, a littered compound and unsorted waste is common site.

This project assumes that since children spend most of their life time at school, schools can mold and prepare them for better solid waste disposal practices. By teaching pupils how to sort waste and importance of sorting waste, pupils would build a culture of cleanliness. After all, Section 4(4) of the National Environment (waste management) regulation states that: A person who generates domestic waste shall sort the waste by separating hazardous waste from nonhazardous waste. Teaching pupils how to sort waste would be in line with the law. Additionally, if children are brought up as active participants, they can become change agents within their families and a stimulus to community development. Children are eager to learn and help, and if they consider environmental care and their role in it as important, they will take care of their own health and the health of others.

When children become partners in promoting hygiene and health they contribute something special to the partnership. Pupils have special advantages and roles in spreading health messages to others. Younger children often spend more time with older children than with adults. They admire them, copy them and listen to their advice. Groups of pupils, particularly influential and popular groups, can influence their peers in a way which adults may not. Additionally pupils, through their innocence, can often remind adults that their actions are unwise or unsafe. They can act as the conscience of a community.

2. Frame of Reference

This project on solid waste management in schools is based on Article 24 of the CRC and the 3 Ps.

Article 24c of the Convention on the Rights of Child states that States shall strive to 'combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution'.

Article 24e also states that 'States shall strive to ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, **hygiene and environmental sanitation** and the prevention of accidents".

Thus Article 24e requires that adults purposefully provide education to children for better hygiene and environmental sanitation.

In line with Article 24, the project looked at sorting solid waste/garbage, separating those that are degradable and those that do not rot. In this way the project increased pupils' knowledge about health, disease prevention through hygiene.

Aspects of the 3 Ps handled in this project included;

- **Provision:** Sorting solid waste has been ignored in many schools, home and in the community despite the importance of a clean environment in the promotion of hygiene. Therefore this project demonstrated to pupils the sorting of solid wastes, value of sorting wastes and the use of some the solid wastes. It is hoped that the project will result into provision of a clean environment for the children. Proper solid waste management resulted into provision of a cleaner environment for the pupils, staff and parents of the selected schools.

- **Participation of pupils in sorting solid waste:** There has been minimal pupils' participation in activities that concern them at school. Majority of urban schools hardly involve pupils in the cleaning of the school compound. This project provided opportunity for pupils to take part in sorting and disposing of solid waste generated at school.
- **Protection of pupils against environmental related diseases:** By improving environmental sanitation, this project protected pupils from environment related problems such as pollution and smell. This in turn protected the pupils and teachers against diahoreal diseases such as dysentery and cholera. The schools were able to control smell that result from inappropriately disposed leftover food. This in turn reduced vectors that breed on poorly disposed garbage.

3. Baseline

This project was conducted in selected schools under Kampala Capital City Authority (KCCA) and Wakiso district.

Kampala, the capital city of Uganda is under the management of Kampala Capital City Authority. KCCA is the legal entity, established by the Uganda Parliament. Through KCCA, the affairs of the city are under direct supervision of the central Ugandan government. KCCA is headed by an Executive Director answerable to the Minster for Kampala. The elected mayor becomes a Lord Mayor, a largely ceremonial position. Through its Directorate of education, KCCA, provides general administration and management of educational institutions. It covers the following components:

1. Development and provision of quality education services to all school going children
2. Ensuring conformity by schools to the set standards and policies.
3. Development and administration of extracurricular activities

There are 412 primary schools under KCCA, of these 81 are government aided primary schools. Kampala has close to 2,000 education institutions including pre-primary, primary, secondary tertiary and other higher institutions of learning.

Wakiso District, formerly part of Mpigi District became a district in 2000. Bordered by Luwero and Nakaseke districts in the North, Kampala in the East, Mpigi and Mityana in the west and Kalangala lying in Lake Victoria to the South, Wakiso district is the second-most populated district in Uganda with a total of 957,280 people. Wakiso district has a total area of 2,704 square Kilometres out of which 1710.45 square kilometres is land area while total of 994.10 square kilometres is covered with forest, water and

swamps. Wakiso has 1221 primary schools in Wakiso District. Of these, 249 are government aided.

All the selected schools except Mantopol Nursery are government aided schools.

a) Context:

The Solid Waste management Project was conducted in 4 schools including Buganda Road Primary School and Bukoto Muslim Primary School both under the administration of Kampala City Council Authority (KCCA), Nkumba Primary School and Mantopol Nursery School in Wakiso District. A brief description of each school is presented below.

Buganda Road Primary School

Buganda Road Primary School is a government school established in 1933 by the Goan Community. It is located in the centre of Kampala City on Buganda Road. Being in the centre of the city, most of the pupils come from semi urban areas where majority of Ugandans in Kampala reside. The school offers co-education and has enrolment of 1195 male and 1381 females and 59 teachers. All the teachers are qualified, majority with diploma. The school has 72 stances of water bone toilets. It has a small compound and with such a population littering on the compound is enormous. Plastic papers and polythene papers are the common types of litter always seen on the compound.

Bukoto Muslim Primary School

Bukoto Muslim Primary was founded in 1935 by the Africa Muslim Community – Bukoto Nateete, a local Muslim sect with an intention of teaching Islamic norms. The School was first run as a private institution until in the early 70s when it was granted a government – aid status. The School is situated on a three- acre piece of land co-shared with a community Mosque. It is located on Plot 300 along Bidandi Drive, off Old Kira Road in Nsimbiziwoome Zone, Bukoto II parish, Nakawa Division towards Ntinda Trading Centre. It is in a rural setting within an affluent community.

The school offers co-education, it is multi- denominational, and has a unit for the blind. Currently there are no pupils enrolled in this unit. It is under the Universal Primary Education Programme, with classes P.1 – P.7. The School enrolment is low. The current (February 2012) enrolment is 211 of whom 101 were female and 110 male.

There are ten teachers of whom six are female, and four are male. Nine of the teachers are on the Ministry of Public Service Payroll, while one is on the School Management Committee Payroll. All the teachers are suitably qualified, ranging from holders of Grade III teaching certificates to graduate teachers.

The school has sufficient infrastructure, in terms of buildings and furniture. However, all the buildings are dilapidated, which require renovation. All children have adequate sitting and writing space. The School has an eight stance latrine block which also requires renovations.

The school lacks play grounds and children use the little space there is, for playing. The school fence requires re-enforcing to minimize any form of trespassing.

The school compound is fairly spacious, trees planted all over the compound and a green belt covering the larger part of the compound. The trees usually generate a lot of waste in form of leaves shed off. This calls for regular and intensive efforts in cleaning the compound. In addition children bring other waste such as plastic bottles, plastic bags from home and litter the compound.

In Bukoto P.S the improvised boxes for collection of waste generated from the class were reported frequently washed out by water /rain drops in class.

Nkumba Primary School

Located on Kampala Entebbe highway, Nkumba Primary School was established in 1952. It is found in Wakiso District. The school started with 21 pupils. Currently there are 780 pupils of whom 338 are girls and 23 teachers. Nkumba P.S is located near Nkumba University. It occupies a relatively a small area. The school provides lunch to the pupils. It also has a canteen that within the school compound that sells eats and drinks. The food leftover and papers and polythene bags from the canteen are some of the waste generated by the school.

While the food left over are collected in a containers near the kitchen, the waste from the canteen are thrown anywhere in the compound. There is a box provided near the canteen for rubbish, pupils throw all the rubbish such as polythene bags, plastic juice containers, water bottles in it. These are then emptied in a rubbish pit near the kitchen.

Mantopal Day care and Nursery School by Mr. Kamwesiga James in 2009 and his wife Madam Alvera Kamwesiga has been its Headmistress since then. It started with 05 pupils 04 classrooms with 07 teachers (01 male, 06 females) and 02 support staff.

By December 2012, it had 128 pupils, with 07 classes, 10 teachers, all females and 11 support staff. It has expanded from ½ acre of land and it has 2 acres in the same locality.

Common methods of solid waste disposal reported were the use of dustbins for collection and open burning. Major problems perceived with current refuse disposal methods were odors, pest infestation, and spillages. Littering and spillages of solid waste were also common features reported.

The school is located in Busiro County of Wakiso District, Nsangi S/C, Katale Parish in Jomayi Estate of Mayanja village.It's a private Day school.

b) Status of implementation of CRC Article 24 in Uganda

Uganda ratified CRC and has domesticated it in its 1995 Constitution, the Children's Act of 1996, the Children's Statute 1996 and the Education Act 2008.

In respect to Article 24, Uganda has included into the primary school science curriculum topics on water, sanitation and hygiene. Specifically areas covered include human behavior, prevention and treatment of disease. This means children who complete primary school education should have some knowledge of sanitation and hygiene. Unfortunately, teaching of these topics has not translated into behavioral change and practice. It is common to find solid waste thrown everywhere in the community, the school inclusive. In schools solid waste consists mainly of organic compostable matter but there are also some non-compostable ones including plastic paper, bags and tin waste.

According to UNICEF (2008) three factors have to be addressed if lasting solutions in hygiene behavior are to be achieved. These include:

i. Predisposing factors – knowledge, attitude and belief;
ii. Enabling factors – availability of resources like latrine facilities and safe water supply, enabling students to transform newly acquired knowledge, attitudes and beliefs into desirable behaviors;
iii. Reinforcing factors – factors affecting the students' ability to sustain certain behavior, like support and cooperation received from parents, guardians and peer groups.

Through active pupils' participation, this project will address the predisposing factors by giving pupils knowledge which in turn should impact their attitude and behavior.

Purpose and stakeholders

This project aimed at creating awareness and positive change in behaviors and attitudes of the pupils in the area of hygiene with a possible effect on their practice at home. Pupils' knowledge improved and they acquired the skills of sorting rubbish. Children were able to respect the use of waste bins and the indiscriminate throwing of rubbish

reduced. The teachers also realized that they could use waste to prepare teaching learning materials.

Target Group:

The main focus of this project was the pupils in primary and nursery schools. However, since teachers are important in passing this information to the pupils; the project also targeted them. In addition, the school head teachers, SMC, PTA executives and support staff were included. The teachers and the prefects (pupil leaders) helped with the monitoring and supervision of the project.

3. Methodology/Activities

The project was implemented during the period of October 2011 – December 2012. Although the project was introduced to the schools in October, implementation could not start because of national and end of year examinations. Hence introduction of the project to the pupils was done in February 2012 at the beginning of the new school term started.

After selection of schools, each team member took charge of one school but all were involved in the fourth school. Betty Ezati was in charge of Nkumba Primary School; Arourd Ntungwa took lead of Buganda Road Primary School and Twine Said Mantopol Day Care and Nursery School. Implementation of the project at Bukoto Muslim Primary School was undertaken by all the three. This arrangement was to ease monitoring of the project. Overall, introduction and implementation of the project followed these steps.

Step 1 (October – November 2011) **Meeting school administrators**: All the three members of the team visited each of the four selected schools. This was to introduce the whole team to the school administrators. During this meeting the head teachers, deputy head teachers and members of the school management committees were briefed about the project. The team also sought their permission and support during implementation. School leaders of all the four schools welcomed the project and pledged to cooperate with the team to ensure successful implementation of the project.

Step 2 (February 2012) Briefing teachers: Each of the team members visited their schools and briefed the teachers. This was to enlist their support in guiding the pupils and in monitoring the project in the absence of the team. In Nkumba Primary, Bukoto Muslim Primary and Mantopol Nursery Schools all the teachers attended the briefing.

The content of the briefings included informing teachers about children Rights specifically the right to a clean environment and how pupils could participate in the creation of that clean environment. The 3Ps and Article 24 were also introduced to the teachers. During the briefing in Nkumba P.S, the teacher in charge of prefects and head of science department were identified as lead teachers for the project. They were assigned the responsibility of continuously reminding the prefects and the pupils to sort waste and dispose them off properly.

Step 3 (February 2012 – October) Introducing the Project to pupils and implementing it: the approach used in each of the schools varied. In Nkumba and Bukoto Muslim primary schools, the team introduced the project to the prefects who in turn introduced to the rest of the pupils. In Mantopol Nursery School, the team met all the pupils. However given the pupils in the nursery schools were young (3 to 5 years old), we had to introduce one thing at a time. Hence during the first meeting, we only talked to them about the types of garbage produced at their school. A second meeting was held to show them how to sort garbage.

The pupils were introduced to the 5Rs as outlined below.

Recycling: Pupils were told that waste can be recycled. Recycling involves processing the solid waste to make new products. The pupils were informed that some companies and individuals were recycling plastic bottles and paper. They administrators were encouraged to sell such waste to companies that recycle them.

Re-use of waste: Pupils were told that some waste can be reused to make new products. For example, straws can be used to make mats, baskets, bags and hats among others. Similarly papers (such as those from their exercise books) can be used to make necklaces and other materials that teachers can use to teach.

Reduce: Pupils were told that another way of keeping their schools clean and in turn protecting the environment in to reduce on waste they generate. They were told not to unnecessarily tear papers from their exercise books. They were also advice to pack some of the snacks in containers instead of polythene papers.

Return: pupils were told that some bottles and container that can be returned should be taken to the shops and canteen where the products were bought. In this line, school administrators were urged to put in place mechanism that would allow pupils return bottles that are brought at schools.

Refuse or reject: Pupils were sensitized to refuse solid waste materials that are difficult to get rid of such as plastic bags, polythene papers. Pupils were told that Uganda Government had rejected the use of very light polythene bags because such bags are dangerous to the environment. They were encouraged to reject such polythene bags.

Question and answer approach was utilized. The pupils were asked questions on types of rubbish generated at school, how they dispose of garbage at school, to identify those that decompose and non-decomposable once. They were then shown how to sort waste and waste that could be reused, recycled, rejected and returned.

Pupils were also told that organic wastes are managed by composting in a compost pit and the compost produced used as organic manure. Other organic waste such as papers could be used to make teaching learning materials. Pupils were told to collect inorganic wastes such as plastic papers and polythene bags in separate bins. These could be recycled or reused. Pupil leaders were then guided on how they should pass the information to others.

Step 4 (Continuous activity) Improvising/buying waste disposal materials: In Nkumba Primary School, the school could not afford waste disposal bins.

As a resutl together with the head teacher and teachers we improvised gummy bags for disposing off the rubbish as shown in the picture. These bags were those the schools brought with food such as beans and 'posho' (maize meal) for the pupils. After using the food, the bags were categorized as waste.

Pupils were taught how to prepare these bags and hang them up.
In Bukoto and Buganda Road Primary schools, KCCA provided the garbage bins (a green one for decomposable waste and Red for non-decomposable ones. In Mantopol, the Director bought the dust bins.

In all the schools, each class was provided with boxes such as those in the picture for collection of waste generated in the class.

In Buganda Road and Bukoto Muslim Primary schools, the wastes from the boxes were sorted into the KCCA bins.

In all the schools, teachers played a key role in continuously reminding the pupils about sorting waste.

The team constantly visited the school to meet teachers and pupils for the success of the project. By the time of the mentors' visit in Nov. 2012, the pupils conversant with the project ideas.

4. Results

Observation showed that generally the project outcomes were achieved. Pupils could sort waste and dispose them off properly. They could also reuse some of waste. As a result the schools were cleaner than before. There was also a noticeable change in behaviour among pupils. They were no longer littering the compound as they used to do before the project. As a routine, pupils collected waste and sorted them in a daily basis. These are further elaborated on below

Pupils able to differentiate types of solid waste produced at school

Outcome 2 required that pupils know the different types of solid waste produced at school. Questions to the pupils at the end of the project showed that they could identify the types of solid waste produced at school.

The main waste produced at the four schools included leaves, dry grass, leaves, papers, plastic papers and plastic bottles (used by the pupils to carry snacks and drinks to school) and food leftovers. Nkumba and Bukoto Primary schools generated a lot of leaves because of the large numbers of trees in the compound. In Buganda Road Primary schools there were more papers and plastic papers in the schools compound. These wastes are mainly from the two canteens located in the school compound.

In Mantopol Nursery School, for instance, by close of term III early December of 2011 the School Director had bought all the required dustbins for the school. He bought small once for classrooms and 2 for compound collection in categories of decomposable waste container and non-decomposable waste container.

Pupils sort and disposed off solid waste correctly

This was in response to Outcome 3. The team provided boxes to each of class to enable the children collect and sort waste. The solid waste collection bins are appropriately used by most pupils.

The pupils correctly deposited garbage into the boxes and properly sorted them into the KCCA garbage skip and the gummy bags as shown in this picture.

They are able to put waste papers, leaves, grasss, left over food in one container of the decomposable waste bins and plastic bottles, polythene papers, nylon clothes, old shoes into one non-decompensable container.

Even in the nursery school, the pupils were able to pick garbage and sort it properly in the main 2 containers of decomposable and non-decomposable wastes in the school compound.

In Buganda Road Primary School, Bukoto Muslim Primary School and Nkumbda Primary school, there was a big collection of plastic bottles waiting to be picked by the recylcing companies. Some of the pictures is captured below

Through the project, pupils understood the dangers of littering the compound. Throwing the waste in the right container both in class and outside is slowly becoming part of the culture of the school. Particularly, the prefects are constantly reminding the rest of the pupils to correctly disposal of waste.

Pupils and teachers reuse waste

Although the team did not have an outcome on reuse of solid waste, this was the most successful aspect of the project. Pupils learned that some of the waste could be reused. Specifically pupils were able to use the polythene papers to make ball and skipping ropes, straws to make mats and bags, papers to make necklaces, among others.

Pupils making bags and mats out of straws

The project has also shown that waste is a good source of teaching learning materials. Given that Ugandan schools are in unending shortage of fund for teaching learning materials, reuse of waste is one of the ways of bringing reality into the class. This in turn would help teachers to create a motivating learning environment for the pupils. Together with the teachers the pupils were able to use papers to make several food items for teaching and learning.

Some of the items made included cassava, oranges, tomatoes, cabbages as shown in the pictures. These were made to teach primary one pupils types of food such as protein, carbohydrates and vitamins.

Another important item that the teachers were able to make from waste is briquette. Charcoal briquette is an alternative source of fuel. Since the demand for fuel is increasing by the day, alternative sources of energy such as briquette would help meet this demand. This would in turn save the environment.

As a way of encouraging pupils to conserve the environment, the team together with the mentor planted a tree in one of the schools.

5. Discussion and Reflection

This project has shown that pupils' practices and attitudes can effectively be changed by schools. It was clear from the project that pupils love to do things on their own. They love to do things outside the curriculum.

The project enabled the pupils to learn and live the issues that ordinarily they would have covered theoretically in the syllabus. The project enhanced pupil's knowledge on garbage collection, sorting of solid waste, dangers of poor sanitary environment and how to reuse waste. The schools appreciated the project, especially reuse of waste to make teaching and learning products.

In Buganda Road and Bukoto Muslim Primary Schools, plastics bottles were being collected and stored for sale to recycling companies. As a result schools are making some little money from waste. This has motivated the pupils to collect all the plastic bottles and dispose them in the collection centers.

In Buganda Road, the pupils formed Environment Club that is actively passing the knowledge of the 5Rs to the rest of the schools.

The team noted that pupils are generally careless with handling materials like waste bins. A continuation of monitoring is expected to help staff and pupils to maintain solid waste bins.

6. Conclusions

Overall, this project taught pupils how to sort waste, how to management decomposable and non decomposable waste, how to reuse waste to make playing materials and teaching learning materials, how to earn cash from waste. Above all pupils gained better understanding of conserving and preserving the environment

7. Way Forward and Sustainability Plans

Since the beginning of the project there are many developments that have taken place especially in Kampala and would enhance the sustainability of the project. Among them are;

a) Keep the City clean campaign: This is a monthly campaign initiated by KCCA in which the local leaders and the community come together to clean the city. This campaign could be adopted by Wakiso local leaders.

b) Radio programmes on waste disposal

c) The arrest of people who litter the city by KCCA. This is a point of reference when talking to pupils about littering and sorting waste.

d) Distribution of waste disposal bins to all schools under KCCA. Since December, KCCA has been distributing two types of waste bins (one for non degradable and another for degradable waste) to enable schools sort waste. The pupils in the project schools were able to use these waste bins correctly.

Further, the Solid Waste project has been taken up by the Uganda Network. A proposal has been written to solicit for funds that can help the expansion of the project to other districts. This will in the long run reduce the spread of poor waste disposal related diseases from the schools and the community.

Since the teachers and school administrators willingly participated in the project, it is hoped that they would continue with the project such that correct disposal of waste become part of the pupils' way of life. SMC (School Management Committee) led by the school Director assured us of the sustainability of the project through constant funding and encouragement of teachers

Through members of CRC network Uganda, the team will dialogue with the local leaders to encourage them to take up this campaign to the community so that what the children learn at school can also be practiced at home.

It was also clear that all the Ministry of Education and Sports officials including those from National Curriculum Development center, Directorate of Education Standards

and Sanitation desk in the Ministry of Education would want to follow up the project. As a way forward, the team plans to present the project results to the Ministry of Education officials at an appropriate time.

Acknowledgement

We are grateful to all the head teachers and members of the school management committees of the Buganda Road P.S; Bukoto Muslim P.S; Nkumba P.S and Mantopol Nursery School for allowing us to implement the project in their schools.

We also appreciate the willingness and cooperation of all the pupil leaders, pupils, teachers and the support staff towards implementation of the project. The prefects played an important role in passing the information on solid waste management to the rest of the pupils. The teachers and support staff were key in monitoring and supervising the project.

To our mentor, Agneta W. Flinck thank you for the guidance right from the initiation of the project to its completion.

9. List of References

Government of Uganda: Value for Money Audit Report on Solid Waste Management in Kampala

Mukisa Philemon Kirunda (2009). Public Participation in Solid Waste Management: Challenges and Prospects. A case of Kira Town Council, Uganda

National Environment Management Authority (NEMA) (2005) State of the Environment Report for Uganda 2004/2005: Kampala (2005)

National Environment Management Authority (NEMA) (2007) State of the Environment Report for Uganda 2006/2007 Kampala, (2007)

Okot-Okumu, J (2006). Solid Waste Management in Uganda : issues challenges and opportunities. PROVIDE Programme Workshop on modernized mixture approach to waste Management. Wageningen University. The Netherlands.

Tenywa, G. (2008) Police to watch over environment. *The New Vision.* Kampala.

Uganda Government (1996): The Children Act

Uganda Government (1996): The Children Statute (Statute No. 6 of 1996).

UNICEF (1998): Towards Better Programming a Manual on School Sanitation and Hygiene Water, Environment and Sanitation Technical Guidelines Series – No. 5

United Nations Human Settlements Programme (UN-habitat), Situation analysis of informal settlements in Kampala: Kivulu (Kagugube)

Water Aid Uganda (2011). Solid waste managment study in Bwaise II Parish, Kawempe Division

Wickenberg, P., Flinck A. W., Leo V., Rasmusson B., Stenelo R., Yebia B. (eds). Taking Child Right seriously: Refection on five years of an International training Programme.

10. Appendices

Appendix 9.1 A Poem on Garbage Disposal

Global Warming
A threat to the universe
Land degradation
People lament
Landslides and floods a problem at hand
For ozone layer
Will soon be no more.

Oh Gosh!
You and me are part of the cause
Day and day we generate garbage
We litter the garbage as we so wish
In so doing we destroy the environment

Thanks be to God
We have a solution
We need to be quick
Before it is too late
Begin with sorting according to the kind
Plastic together and metallic together
Those which can rot and good for manure

It is our duty to educate others
Using the 5 Rs
Recycle the garbage collected
Re-use containers that can be reused
Return containers to be recycled
Reject some of them by carrying your own
Remember to remind people around you.

Appendix 9.2 A Poem on effects of poorly disposed rubbish

Oh what happiness we have today
You have taught us new things
We thank you

We appreciate the project on solid waste management project in our school.
Now we can classify and sort garbage in its categories,
Our parents also can do the same.

Oh what happiness we have today
You have taught us new things
We thank you

Managing solid waste our dear friends,
Is the only way to sustain a disease free environment and cleanliness in our schools and communities

Oh what happiness we have today
You have taught us new things
We thank you

The common diseases caused by littering the compound includes; Trachoma, dysentery, cholera and diarrhea.

So be aware my dear friends,
Lets' come together and manage garbage.
Then with education high we can go forward and backward never.

Oh what happiness we have today
You have taught us new things
We thank you

Vietnam

Build up child-friendly learning environment by improving teachers and students' communication based on the Rights to Participation and Protection in CRC

Ms Dinh Kim Phuong, Mr Tran Si Thy, Ms Bach Linh Trang

1. Introduction

The Convention on the Rights of the Child (CRC) was passed by the UN on 20 November 1989 and has become effective since 2 September 1990. Vietnam was the first country in Asia and the second one in the world to ratify CRC. In Vietnam, the Law on Child Protection, Care and Education (LCPCE) was ratified on 12 August 1991 and adjusted on 15 June 2004 by the National Assembly. Since then, Vietnam has practised CRC and LCPCE for the best interests of children. CRC propagation and implementation have been done throughout the whole country, especially in education. But we still have some important steps to take in CRC in Education in our city and society.

2. Frame of Reference

The CRC network in Hochiminh City has been set up since 2004 with the first project to be done at Le Ngoc Han Primary School, district 1, then Luong Dinh Cua Primary School, district 3, Chuong Duong Primary School, district 1, next *Chinh Nghia Primary School*, district 5 and now Dinh Tien Hoang Primary School, district 1. Mr Le Ngoc Diep, Head of Hochiminh City Department of Primary Education specially cares about CRC and gave opportunities for all specialists, principals and teachers to participate in

CRC training course. At present, there are 15 change agents in Hochiminh City in the total of 27 of the whole country. Meanwhile, 6 CRC-projects have been conducted.

However, not all children among 36 percent of 87 million people have been fully provided, protected, and participated. As a matter of fact, there are still children who get physical and mental abuse, lack protection, and have less chance for development and participation. Furthermore, many have no idea about CRC for self-defence.

Baseline

Hochiminh city is the biggest centre of economics, commerce and service in Vietnam with the population of more than 7 million people. District 5 is one of the central of the city with over 194,000 people in which the Chinese take up 35%. They live near the markets and earn a living mainly by doing home business and small business. Most parents pay little care for education, CRC and LCPCE because of the practical idea that 'to study is only to know and to work'.

There are 56 public schools and 24 private ones (33 kindergartens, 20 primary schools, 11 secondary schools, 3 centres for continuing education-Vocational, 1 fostering education school, 1 vocational school, 2 colleges, 9 universities). Most of the kindergartens, primary and secondary schools lie within religious places like pagodas, churches, temples, etc.

CHINH NGHIA Primary school is inside the area of Guan Yu Temple built in the early 19th century by a Chinese minority moving to and living in Vietnam. The school located in ward 11, district 5, Ho Chi Minh city, Viet Nam. There are 47 teachers and 52 employees who teach and look after the children from 6 to 11 years of age, 1911 pupils in 47 classes studying in two shifts (morning and afternoon) and stay for lunch at school from Monday to Friday.

The pupils of Chinh Nghia school make up 42% of Vietnamese with Chinese origin and about 3% of Chinese nationality. (This number was higher before but at present most of the pupils enrolling come from the families living nearest to the school). The school lies near the crossroads of Trieu Quang Phuc and Luong Nhu Hoc streets well-known with Chinese medicines made from different herbs.

Before CRC and the LCPCE were born, adults practised all forms of punishment which directly or indirectly affect children's physical and mental health. The passing of LCPCE in 2004 helped to abolish corporal punishment in the Vietnamese society and schools. However, instead of it, teachers still use another kind of punishment – *bad language* – to offend students and this recently became a phenomenon.

This also happens at CHINH NGHIA Primary school. There are still students' negative comments through the mailbox "What I want to say" about their parents and teachers' use of words such as *'stupid, fool, dunce, booby, as foolish as an ass, crazy, lazy, etc'*. This usually happens when the children make mistakes, do not have good results or simply when their parents and teachers are not in a good mood. In addition, because of their Chinese origin, parents don't speak Vietnamese language fluently so sometimes they use abusive terms with children like "*mày, con, thằng*" instead of "*con*" and call themselves "*tao*" instead of "*cha, mẹ*". This certainly causes a bad effect on their children's life and learning because they may talk to others using the same terms. What is more, the act of talking to children in negative language can be seen as *'mental violence'* or *'measures that offend or lower the honor or dignity of children'* which definitely goes against article 19 of CRC and article 9 of LCPCE.

3. Purpose and stakeholders

Due to the fact that both teachers and parents still talk to children using child-unfriendly language, the purpose of this change project with the focus on the Rights to Protection and Participation following the UN CRC of Team Vietnam batch 15 is to help to make *CHINH NGHIA Primary school* a child-friendly one in which teachers as well as parents are using positive language and are changing attitude to students after CRC training. A child-friendly school following CRC does not only equip children with good education foundation but also create a safe, joyful, and healthy environment for them to enjoy themselves, to be protected from damages and violence, to be able to express their views and to actively participate in the learning process. The child-friendly learning environment is also the friendly one with teachers where each of them is respected and supported to develop their professional ability to the fullest.

What is to be different?

-Teachers and staff change their habit of bad language use to students.
-Students and parents are more aware of the children's rights as human being.
-School, family and society altogether co-operate to implement CRC.

Stakeholders

Principal and two deputy principals, teachers and staff, Student Council and parents of Chinh Nghia Primary School.

Target groups

28 teachers and staff and 715 children grade 4 &5 of CHINH NGHIA Primary school.

Indicators

- Teachers give positive comments about CRC training. By reflection.
- After the training, teachers use more friendly language to students. By contact books and notebooks.
- Teachers actively participate in making propagation posters about CRC.
- Teachers usually read notice board which specializes in CRC. By observation.
- There are no more students' comments about teachers and staff's bad language use. Through mailbox.
- Through class visits, teachers frequently encourage and praise children with positive language. By checklist.
- Students interviewed agree that teachers no longer talk to them using bad language even when they are not in a good mood.
- Through questionnaire, children know their basic rights.
- Children role play and make clear that teachers must use child-friendly language. By drama.
- Children go to school more regularly through attendance book, enjoy learning and are confident when communicating with teachers. By observation.
- Parents are actively interested in CRC implementation at school and at home through parents' meeting and interview.
- There are no more students' comments about parents' bad language use through mailbox and interview.
- Parents actively participate in school activities.
- Local community, press and television specially care about CRC implementation. Through articles, TV channels.

4. Methodology/Activities

4.1 CRC training

4.1.1 Workshop for teachers and employees

Date: Oct 22, 2011

Place: Chinh Nghia Primary School, district 5, HCMC, Vietnam
Trainers: Tran Si Thy & Bach Linh Trang
Trainees: 28 teachers and employees

A. Aims
- Create informal atmosphere for giving and gaining
- Review understanding of a child, clarify basic needs of children
- Review CRC-how and when it was born.
- Review 8 main points of CRC
- Rights to Survival
- Rights to Protection
- Rights to Development
- Rights to Participation

b. Teaching aids: Projector, Power Point presentation, paper and pens

C. Methodology: Discussion, presentation, problem-solving, group work

D. Content
- Introduction
- What is a child?
- About CRC
- 8 main points of CRC
- Consolidation

E. Summary
- Feedback.
- Sum up.

4.1.2 Training for students

Date: Oct 22, 2011
Place: Chinh Nghia Primary School, district 5, HCMC, Vietnam
Trainers: Dinh Kim Phuong & Nguyen Huu Tam (batch 12)
Trainees: 36 students (26 from Student Council)

A. Introduce RIGHTS TO SURVIVAL

I. Aims: help students to
- know that the Rights to Survival are one of 3 basic ones cited in CRC.
- show the situation threatening the survival of children.

- know the factors which affect the Children's Rights to Survival.
- Raise awareness of Children's Rights to Survival.

II. Materials and teaching aids:
- Paper, markers, tape
- The note records the case study about children falling into a crisis or emergency situations
- Set of pictures about Child Rights

III. Methodology: discussion, presentation, problem-solving, group work

IV. Activities:
- Warm-up: Game 'Salad'
- Activity 1: Consolidate and introduce CRC
- Activity 2: What are Rights to Survival?
- Activity 3: The elements needed to ensure children's right to survival
- Activity 4: The role of society
- Students' self reflection
- Sum up

B. Introduce RIGHTS TO PROTECTION

I. Aims: help students to
- Know what the Rights to Protection are, identify dangerous/difficult situations in which children should be protected.
- Reflect and discuss matters related to the Rights to Protection in real-life.
- Practice self-protection and help-seeking skills.

II. Materials and teaching aids:
- Paper, markers, tape
- The note records the case study about children falling into a crisis or emergency situations
- Set of pictures about Child Rights

III. Methodology: discussion, presentation, problem-solving, group work

IV. Activities:
- Warm-up: Game "Ant bite, bee sting, stomach ache"
- Activity 1: What are Rights to Protection?
- Activity 2: Role play

- Activity 3: Probable situations to cause injury to children
- Activity 4: Real-life reflection
- Sum up

C. Introduce RIGHTS TO DEVELOPMENT

I. Aims: help students to
- know what the Rights to development are and its relation to 3 other rights.
- analyse factors which affect the Children's Rights to Development
- express strong opinions about actions violating Rights to Development

II. Materials and teaching aids:
- Paper, markers, tape, color pencils
- A development tree

III. Activities
- Warm up: Game 'seeding'
- Activity 1: What the children need for development?
- Activity 2: Painting
- Activity 3: The roles and responsibilities of family, school and society in practice Rights to Development
- Activity 4: Discussion and presentation
- Sum up

D. Introduce RIGHTS TO PARTICIPATION

I. Aims: help students to
- understand the Rights to Participation and related articles in CRC.
- be aware of adults and children' s responsibilities in implementing the Rights to Participation

II. Materials and teaching aids:
- Paper, markers, tape
- Copies of related articles
- Ladder of participation
- Set of pictures about Child Rights

III. Methodology: discussion, presentation, problem-solving, group work

IV. Activities:

- Activity 1: What do you do?
- Activity 2: The children's wish
- Activity 3: The decrees of participation
- Activity 4: Articles related to the Rights to Participation
- Activity 5: Discussion and presentation
- Sum up

4.1.3 Parents' meeting

Date: Jan 7, 2012
Place: Chinh Nghia Primary School, district 5, HCMC, Vietnam
Speaker: Dinh Kim Phuong
Viewers: 94 representatives for parents of 5 grades

A. Aims: help parents to understand CRC
B. Content: introduce 4 child rights and the project
Gather more information from parents on how much they and their children have been aware of child rights and whether they have exercised them at home. After that, keep in touch with them through contact books to exchange information about students and to set up good relation between parents and teachers as well as to make them trust the teachers.

4.2 Events

4.1.4 Propagation posters making about CRC (Oct 23-30, 2011)

After training, students drew pictures about four pillars of Child Rights then four best ones were graphically designed by teachers.

4.2.2 Flag-raising activities

During the flag-raising activities every Monday morning, CRC was partly informed to students of Grade 4, 5 and spread out to students of Grade 1, 2, 3. Then, students felt free to exchange their ideas about Child Rights with teachers and others.

4.2.3 School board meeting (from Nov, 2011 to Feb, 2012)

- Inform the necessary change in language use of teachers.
- Remind teachers not to scold students with abusive terms such as (stupid) "ngu, ngốc, đần độn, ngu như lừa".

4.2.4 Mailbox 'What I want to say'

There is one in each class so that children can share their feelings, thoughts, problems about learning, school and friends, family, etc. Then teachers read and answer directly if students write their names on or indirectly if they don't. By the way, teachers should be careful when giving feedback so as to help students at the right time and in the right way.

If students don't like posting letters in their classes, they can make use of another one in the school yard. Here, every week, the Secretary of the Youth Union will collect and take notes then the principal will reply during the flag-raising activities the same way as the teachers usually do in class.

4.2.5 The school organized various activities to celebrate Teacher's day (Nov 20, 2011 and Nov 20, 2012):

- Natural drawing 'I am a little artist'
- Drama about CRC (students self-organised)
- School and classroom decoration with pictures related to CRC
- Letter writing to express gratefulness to the teachers (students self-organised)

4.2.6 Merry Christmas Festivals

4.2.7 Make-up festival 'Welcoming new year' on Dec 30, 2011 (students self-organised)

4.2.8 Entertainment activities in Dai Nam resort on Dec 7, 2011 (teachers and students)

4.2.9 Open House day – Students proudly introduced their school and classes with their parents (April 4, 2012)

4.2.10 Taking part in charity activities (teachers and students).

- Visit Nguyen Dinh Chieu School for the blind on Sept 25, 2012.
- Visit Thanh An school in remote area in Can Gio which is encountering difficulties on Dec 27, 2012.

4.2.11 Outdoor activities (Oct 17, 2012)

Students organised various contests including launching water rockets, making crystal pictures, statue painting, handwriting, music performance, enjoying food, etc.

4.3 Support from local community

Ms Vo Ngoc Thu, Head of Education and Training Department, district 5 and the local authorities attended the training course in CRC with great enthusiasm and encouragement and informed other schools in district 5 about this project.

People's Committee of ward 11, district 5 and Parents' Council provided the school with fund to put the project in action.

Local newspapers 'News week' and 'Childhood' helped to spread the information about the project to public. The news was also broadcasted on channel HTV9 of HoChiMinh TV station.

5. Results

After more than a year working on the project (from October 2011 to February 2013), we get some good results:

First, 28/28 teachers and staff stated clearly in their reflection that the workshop was essential and comfortable. After that, they often paid attention to notice board during break time and discussed with each other about the project and looked for CRC materials for further reading as well. Also, they, together with children actively designed propagation posters about Rights to Survival, Protection, Development and Participation based on the children's idea. And, with the teachers' help, the children made many crystal pictures about CRC. Moreover, by reading contact books and notebooks as well as letters in the mailbox, we found out that teachers did use more positive language to encourage and praise students even when they made mistakes. This change was also indicated in the questionnaire given to them a month after CRC training.

Question 5 (Do you attentively listen to your pupils sharing their ideas about their friends and family?)
17/17 (100 %) say Yes (directly or indirectly every Friday through mailbox)

Question 9 (Do you help your pupils solve their problems and concerns with an enthusiastic manner?)
17/17 (100 %) say Yes

Question 16 (Do you pay attention to giving out high praises to pupils who have done something well although they get just little achievements?)
17/17 (100%) say Yes (by giving examples of some positive expressions they often use in class like 'Try your best next time', 'The score will be higher if you try harder',

'Wow! You made progress!', 'Next time will be better', Well done!, Excellent!, Good!, etc)

Second, 36/36 children taking part in CRC training expressed their interest and willingness to inform their classmates about CRC. They understand their rights, their needs, and their responsibilities. In fact, the children of Grade 4 & 5 made their voice loud and clear when performing in drama about CRC; which, as a result, made first, second and third graders join in, too. Soon after, absenteeism decreased considerably. This proved that the children are closely connected with their classes and school. And it seems they really feel that 'Every day to school is a happy day' when they are open to talk to the teachers directly or through the mailbox indirectly about almost anything. Also, complains about bad language use of teachers and parents remarkably reduced. This can be shown clearly by the result of the questionnaire given to them a month after CRC training.

Question 7 (Do the teachers listen to the students carefully when they want to share?) 679/715 (95%) say Yes

Question 8 (Do the teachers usually encourage the students to give their opinions?) 708/715 (99%) say Yes

Question 11 (Do the teachers usually read the students' letters in Letter box?" What I want to say"?) 664/715 (92.9 %) say Yes

Furthermore, thank for teachers' use of friendly language, the children know how to communicate well with their classmates and shape a habit of using gentle words against school bullying. The interview with 6 students of 4 grades (3 fifth graders, 1 fourth grader, 1 third grader and 1 second grader) including 3 Chinese Vietnamese, 1 Tay (ethnic minority) and 2 Vietnamese also gave positive results when all of them grasped the knowledge of CRC and believed that the teachers themselves were really aware of it in the classroom. Moreover, they all felt happy when being praised with positive language.

Third, the relationship between teachers and children has improved a lot since they had a chance to participate in various events together when the teachers instructed the students how to develop their abilities in different fields and at the same time respected their opinion. In addition, the teachers knew more about children problems to help in need. For example, It was the case of 2 students Tran Ngoc Trung (grade 4) and Tran Ngoc Minh (grade 3) when their mother Huynh Thi Hong Tuoi who wanted to force their father Tran Minh Tu to spend money on her own expenses, decided to take their two children to Tay Ninh province. Therefore those two students were absent from class for two consecutive weeks. But they always enjoy going to school because of the teachers' care. Through other students and parents, the teachers could finally contact with

the students and their family as well as forced their mother to let them come back to school. We had to solve this case from Dec. 12, 2012 to Dec. 18, 2012.

Fourth, parents attending the meeting showed their care, interest and support in the project. Understanding the importance of CRC implementation at school, many of them have actively participated in school activities together with their children. The interview with 3 parents (2 Chinese Vietnamese and 1 Vietnamese) showed their strong agreement on 'Saying no to negative language' in which one of them suggested to consider the children as friends and confirmed that they would be more aware of CRC at home as well as let others know about this.

6. Discussion and reflections

The results showed that not only does this project changed the teachers but also the children in terms of attitude and action. These two groups are inter-correlated since the teachers' change of using language led to that of the students and the children' understanding about CRC had an influence in the teachers' awareness. In addition, the children are aware of CRC and know how to protect others and to be protected by participation. Undoubtedly, the project did support the movement 'Friendly schools, active students' by MOET.

Likewise, parents also experienced the big change in their points of view of how to educate children. Without their approval and determination in putting the project into action at home alongside with the implementation at school, we cannot reach the target.

We learned that in order to put the project into action to achieve the goal, it is not the work of any individual but the whole community 'School-Family-Society'. Another point is that we should believe in children when empowering them and letting them play the key role in project planning since they may surprise us. Last but not least, the stronger the connection among members of CRC network is, the more successful the project can be.

Personal reflections

As a principal, I have made use of the method of sharing and entrusting responsibility to the Vice principals, the Secretary of Youth Union, the Chairperson of Labour Union, etc so that they – together with me – cooperated to take actions to reach the final goal. Up to present, we have obtained good results when the concepts of Child Rights with The 3Ps have been reflected not only on teachers and staff 's mind but also in their ac-

tion. I feel quite certain that in a near future, this will be the same for everyone at *Chinh Nghia Primary School*.

As a specialist in Primary Education at local DOET, the training program in Sweden including discussions with colleagues from other countries and exchange of ideas with mentors and professors helped me realise the real value of CRC and how to apply it to suit our own context. Furthermore, children education is an art which takes time and effort and requires skillful and clever method because every child is unique.

As a lecturer of University of Education, I had a chance to enlarge my space of action when joining in this project. In the past, my lessons were only filled with knowledge of my own major but now they are integrated with CRC so that my student-the teachers to be- are aware of it at this very moment and prepare themselves carefully for their future job of dealing with children. I also hope that one day CRC will be a compulsory subject to be taught at my school to provide the society with qualified teachers who fully understand what children want and can apply child-rights-based approach in their teaching.

7. Way forward

- Regularly contact with parents about CRC information (through contact books, meetings, school activities)
- Regularly organize a get-together for the school and parents as well as children to discuss about CRC in order to reach an agreement in bringing up, communicating and protecting the children at home and at school.
- Maintain sustainability by keeping up the continuous circle of the project in the next school year.
- Ask for support from MOET, DOET, local community, local newspapers, TV station, NGOs, etc to widen the scale of the project to other schools in the area.
- Give and gain from previous batches.

8. References

Law on Child Protection, Care and Education.

Per Wickenberg, Agneta W Flinck, Ulf Leo, Bodil Rasmusson, Richard Stenelo & Bekeret Yebio, **Taking child right seriously-Reflections on five years of an International Training Programme,** Media-Tryck.

Rachel Hodgkin & Peter Newell, **Implementation Handbook for the Convention on the Rights of the Child,** United Nation Publications, 2007.

Radda Barnen, ”**Corporal Punishment on Children” will this be really necessary?** The National Political Publishing House, 2004.

Radda Barnen, **Propagation of ”Child Rights” in primary schools (a story for primary pupils),** The Ho Chi Minh City Education and Training Department, 1999.

Radda Barnen, **Propagation of ”Child Rights” in schools (teaching material for teachers**), The Ho Chi Minh City Education and Training Department, 1999.

Save the Children, **Application of ”Child Rights” in schools**, The National Political Publishing House, 2004.

Save the Children, **Child Rights,** The Gioi Publishers in Hanoi, 2003.

Save the Children, **Training material on ”the Convention on the Rights of the Child”**, The National Political Publishing House, 1999

The UN Convention on the Rights of the Child

Appendix

Project Plan

OUTCOME 1	Indicator/Monitoring	Time
Teachers and staff have changed their habit of bad language use to students.	Observations and questionnaires to teachers/students	Oct 2011→ Oct 2012
1.1 OUTPUT	Indicator/Monitoring	
Teachers and staff are more aware of CRC and the importance of its implementation in classrooms.	Poster presentation of teachers	Oct 2011
1.1.a Activity		
Inform 28 teachers and staff (of grade 4 and 5) about CRC training.	Notice board and training plan	Oct 2011
1.1.b Activity		
Seminar about CRC for 28 teachers and staff.	Training plan and questionnaire.	Oct 2011
1.2 OUTPUT	Indicator/Monitoring	
Teachers and staff know that bad language is not allowed according to CRC.	Notice board	Nov→Dec 2011
1.2.a Activity		
Encourage students continue to use the letter box “what I want to say”.	Comments of students	Nov 2011
1.2.b Activity		
Check teachers’ comments in contact books between teachers and parents.	Comments of teachers	Dec 2011
1.3 OUTPUT	Indicator/Monitoring	

Teachers and staff have started to change their use of negative/unfriendly language to positive/friendly one.	Observations and reflections	Nov 2011→ Jan 2012
1.3.a Activity		
Supervise and visit classes	Checklist	Nov 2011
1.3.b Activity		
Praise, compliment those applying well.	Interview 10 students	Nov 2011

OUTCOME 3	Indicator/Monitoring	Time
School, family and society altogether co-operate to implement CRC.	Parents actively participate in school activities. Drama and debate.	Oct 2012→ Dec 2013
3.1 OUTPUT	Indicator/Monitoring	
Parents pay more attention in action at home.	Letter box	Jan →May 2012
3.1.a Activity		
Continue meeting parents twice a year.	Contact books	Dec 2011 May 2012
3.1.b Activity		
Frequent contact between parents and teachers.	Contact books	Feb 2012
3.2 OUTPUT	Indicator/Monitoring	
Local community are more concerned about CRC activities.	Meeting with local leaders and information about school work.	Feb 2012
3.2.a Activity		
Inform the local press	Articles about school work.	Feb 2012
3.2.b Activity		
Inform the Chief of Primary Education Division, HCMC Department of Education and Training; Department of Education and Training district 5 and People Committee ward 11.	Report and information	

Questionnaire to students

1/ Do you know anything about CRC?
(Em có biết gì về " Quyền trẻ em" không ?)
Yes ☐ No ☐
If yes, what do you know? .....

2/ Have your teachers ever talked to you in bad language?
(Giáo viên đã từng dùng lời lẽ không tốt với em?)
Yes ☐ No ☐
If yes, what did they say?
.....

3/ Do they scold at you when you make mistakes?
(Khi em phát biểu sai, hay vi phạm lỗi thầy, cô la mắng em ?)
Yes ☐ No ☐

4/ Do they greet you when you greet them everyday?
(Mỗi sáng vào lớp khi các em chào cô thì cô có chào lại các em ?)
Yes ☐ No ☐

5/ Do they say goodbye to you before leaving?
(Mỗi khi tan học thầy cô có nói lời tạm biệt với em không ?)
Yes ☐ No ☐

6/ Children must be respected no matter who they are. Do you think so?
(Em nghĩ dù mình là trẻ em thì người lớn phải tôn trọng?)
Yes ☐ No ☐

7/ Do the teachers listen to the students carefully when they want to share?
[Giáo viên có chú ý lắng nghe học sinh khi các em muốn tâm sự?]
Yes ☐ No ☐

8/ Do the teachers usually encourage the students to give their opinions?
[Giáo viên có thường xuyên khuyến khích học sinh nói lên ý kiến của học sinh không?]
Yes ☐ No ☐

9/ Do the teachers let the students talk together by their mother tongue?
[Giáo viên có cho phép học sinh nói chuyện với nhau bằng tiếng mẹ đẻ không?]
Yes ☐ No ☐

10/ Do the teachers usually eavesdrop on their students when they talk together?
[Giáo viên có hay nghe lén học sinh nói chuyện với nhau không?]
Yes ☐ No ☐

11/ Do the teachers usually read the students' letters in Letter box " What I want to say"?
[Giáo viên có hay đọc thư của học sinh trong hộp thư " Điều em muốn nói " không?]
Yes ☐ No ☐

12/ Do they attentively listen when you give opinion?
(Thầy cô có lắng nghe em nói ?)
Yes ☐ No ☐

13/ Do they call your name when asking for your ideas?
(Khi muốn em phát biểu thầy, cô gọi tên em ?)
Yes ☐ No ☐

14/ Is the school interested in students who have difficult circumstances?
[Nhà trường có quan tâm đến những học sinh có hoàn cảnh khó khăn không?]
Yes ☐ No ☐

15/ Do the teachers usually call the students with "special" names?
[Giáo viên có thường hay gọi học sinh bằng những cái tên "đặc biệt" không?]
Yes ☐ No ☐

16/ Are the teachers' voices warm and sweet when teaching?
[Giọng điệu của giáo viên có ấp áp và nhẹ nhàng khi giảng bài không?]
Yes ☐ No ☐

17/ Are the students let to take part in the discussions at school?
[Học sinh có được phép tham gia các cuộc thảo luận tại trường không?]
Yes ☐ No ☐

18/ Does the school usually hold the outdoor activities for students?
[Nhà trường có thường tổ chức các hoạt động ngoại khóa ngoài trời cho học sinh không?]
Yes ☐ No ☐

19/ Do the teachers usually encourage you when you get low marks?
[Giáo viên có khuyến khích khi em bị điểm thấp không?]
Yes ☐ No ☐

20/ Do they often contact your parents to talk about your learning?
[Thầy cô có thường liên hệ với cha/mẹ của em về việc học tập của em không?]
Yes ☐ No ☐

Questionnaire for teachers

1. Do you know anything about CRC?
Yes ☐ No ☐
If yes, please explain .....

2. Has the school set up the necessary mode of interaction between pupil and pupil, between teacher and pupil?
Yes ☐ No ☐

3. Do you ever scold your pupils in class?
Yes ☐ No ☐

4. Do you often smile and talk to your pupils with a friendly voice in class?
Yes ☐ No ☐

5. Do you attentively listen to your pupils sharing their ideas about their friends and family?
Yes ☐ No ☐
If yes, please explain.....

6..When the class is over, do you say "goodbye" to your pupils before they go home ?
Yes ☐ No ☐

7. When you want your pupils to express their ideas, do you call them by their names?
Yes ☐ No ☐

8. Do you share with pupils when talking to them?
Yes ☐ No ☐

9. Do you help your pupils solve their problems and concerns with an enthusiastic manner?
Yes ☐ No ☐
If yes, please explain .....

10. Are you interested in what the pupils do and need for their study?
Yes ☐ No ☐

11. Do you treat all your pupils fairly, equally and respectfully?
Yes ☐ No ☐
If yes, what do you know? .....

12. Do you spend time interacting and communicating equally with your pupils according to each study group without discrimination?

Yes ☐ No ☐

If yes, please explain.....

13. Are you interested in improving your teaching methods to promote the activeness and creativity of your pupils in their study?

Yes ☐ No ☐

14. Do you participate with your pupils in the recreational and extra- curriculum activities?

Yes ☐ No ☐

If yes, please explain.....

15. Do you support pupils who have problems or special needs?

Yes ☐ No ☐

16. Do you pay attention to giving out high praises to pupils who have done something well although they get just little achievements?

Yes ☐ No ☐

If yes, please explain.....

17. Do you often meet with parents about the results of study, skills and behavior of each pupil in your class?

Yes ☐ No ☐

If yes, please explain.....

18. Do you know that changes in living condition of the family of each of your pupils which may affect their study?

Yes ☐ No ☐

19. When you get angry because a pupil is mischievous or faulty, do you try to behave yourself not to scold your pupils but use some soft ways to build up the order and discipline of the class?

Yes ☐ No ☐

20. Do you often share with the colleagues or the School Authority about what happens in your class such as when a pupil does not learn his/ her lessons or is mischievous in class?

Yes ☐ No ☐

Interview with students

1. With the implementation of CRC at your school, how do you think you are taken care of?
2. Which rights of four in CRC do you like best? Why?
3. When you make mistakes, what do your teachers say?
4. What do you think when your teachers talk to you using child-friendly language? Can you give an example?

Interview with parents

1. When did you start being aware of CRC?
2. How do you feel when knowing that teachers talk to your children in positive language? Do you think the children like this?
3. What do your children tell you about their teachers' behavior if they don't study well in class?
4. Do you encourage your children to join in outdoor activities?
5. Do you agree with us that it is better to use child-friendly language?

Articles in newspapers

On Oct 22, 2011, a workshop for more than 50 teachers, staff and children of grade 4 and 5 was held by batch 15-Team VN at Chinh Nghia Primary School after completing the 4-week training course on *'Child Rights, Classroom and School Management' by Sida and Lund University.*

The workshop focused on 4 rights of children including Survival, Protection, Development and Participation; which initiated the change project on *'Improving teachers' and students' communication based on the Rights to Participation and Protection in CRC' to serve the purpose of building up 'Child-friendly schools, Active students' and 'Every day to school is a happy day'*.

Ms Vo Ngoc Thu, Head of Education and Training Department, district 5 and Mr.Nguyen Huu Tam, Specialist in Primary Education-batch12, HCMC Department of Education and Training, also attended as trainer. *(News week)*

With the hope of building up *Child-friendly schools in which children know and act their rights and responsibilities,* Chinh Nghia Primary School has just held a CRC workshop on Oct 22, 2011. The participants are Ms **Vo Ngoc Thu** and specialists from Education and Training Department, district 5; teachers, staff and students of grade 4 and 5 (9 from Student Council). The workshop consisted of 2 parts: one for the teachers and

staff and the other for the students, working in groups and discussing about the difference between adults and children, the definition of a child, CRC, etc with the instruction of batch 15-Team VN who just came back from Sweden training course. Thank for it, both the teachers and students have given and gained a lot. Besides, the children had a chance to try various kinds of activity to develop critical thinking and group work; and know their rights to act their age as 'Good student – Uncle Ho's good children'. *(Childhood)*

Drama

Tên tiểu phẩm	**Drama**	**Grade**
Giúp đỡ	**Help!**	(1,2,3)
Em muốn đi học	**I want to study.**	2
Ai cũng có thể đi học	**Anyone can go school.**	4(5,6,7,8)
Em bé không nín khóc	**The child never stops crying.**	1
Chuyện của Vũ	**Vu' s story**	5(4,5,6)
Người bạn	**A friend**	5(7,8,9)
Ước mơ của em	**My dream**	3
Phóng viên	**A reporter**	4(1,2,3,4)

3. Summing up

In this chapter we, the Lund University mentors[2], are reflecting on some of the focus areas presented and conclusions drawn by the participants and the country teams in their final reports. We are deliberately as close to the existing texts in the final reports as possible, just summarising, categorising, comparing and highlighting what is already there.

Many of the projects have started change processes which will most probably continue and branch out. That is what has happened in the previous 14 batches including more than 100 country teams, with the first 10 teams starting in 2003-2004. The word project is problematic since the change projects are supposed to run without a defined endpoint and without special funding.

1. Purpose/aim and target groups of the Change Project

To get a clear overview we have summarized all mentioned *purposes/aims* and *target groups* of the change projects in all the final reports of batch 15. Horizontally are the focused target groups and vertically are the purposes/aims (table 1).

2 The Lund University mentors in the International Training Programme CRC, Classroom and School Management responsible for this summarizing chapter are Lena Andersson, Agneta W Flinck, Ulf Leo, Bodil Rasmusson and Per Wickenberg.

Table 1. Purpose and target groups of the Change projects. One change project can have

Target groups:	Teachers	Students / learners	Principals, staff	Parents	Local officals	Teacher Trainees	Teacher Trainers
Purpose/aim							
Motivate and improve Participation	x x x x x	x x x x x	x	x	x		
Raise Awareness on CRC to reduce abuse	x						
Build Capacity to raise and freely express issues of discipline		x					
Raise Awareness and Knowledge on CRC, to reduce drugs and substance abuse	x	x					
Review monitoring tools by applying CRC						x	*x*
Create Awareness and Positive Change in attitudes and behaviors concerning environmental issues	x x	x	x				
Create Positive Changes for marginalized families	x	x	x	x	x		
Transform to Child Friendly Schools	x x x x	x x x x	xx	x x	x		
Forming of student councils		x					

more than one x.

Some change projects are broader and cover more than one area or topic. The most focused areas are to motivate and improve participation and to transform school environment in a Child Friendly Way, and the main target groups are students followed by teachers, principals and staff. Increased participation – mainly by students – is a common denominator for most projects in batch 15 (see also section 2 below).

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/community level*; *the provincial/regional level; and the national/state level* in society. [3]

3 These words or concepts could vary from country to country. The organisational principles of a state or a country – experienced, realised and learned so far – are contextual. The same goes for Provincial and District levels in different countries.

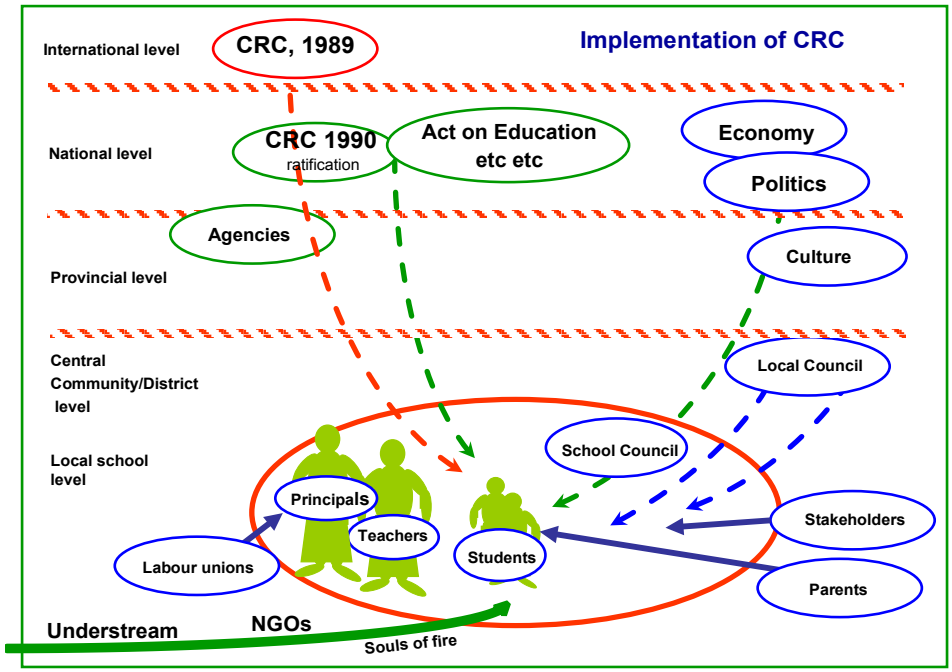


Figure 1. Implementation of CRC at three socio-administrative levels: National/State; Provincial/Regional, and Local School/Community level (elaborated according to Wickenberg, 1999/2004).

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. 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 is happening and has happened on each level regarding CRC in the education sector, when the change projects in this ITP have completed the first year 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[4]. The mentors screen the

4 Verhellen, E. (2000) Convention of the Rights of the Child: background, motivation, strategies, main themes. Bruxelles: Garant.

countries with the CRC – 3P s perspective in the ITP on Child Rights Classroom and School Management.

Table 2. Shows the main focus (protection, provision and participation) and the starting point in the ten Change projects in batch 15.

CRC-focus	Participation	Protection	Provision
Total	8	3	1

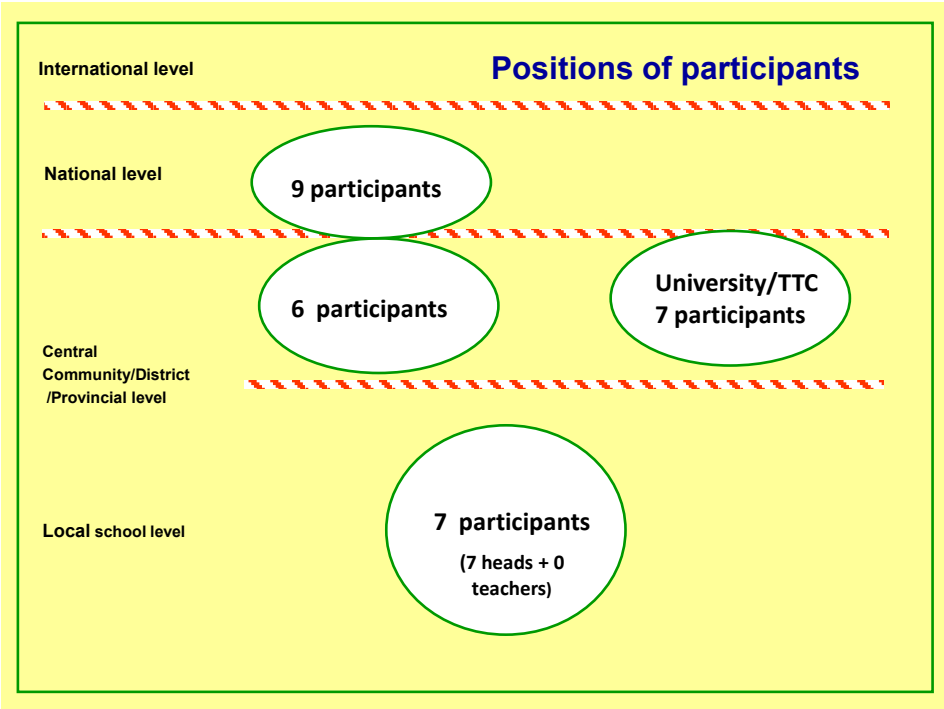


Figure 2: The participants in batch 15 were recruited, as shown in this figure, from the three socio-administrative levels: National/State; Provincial/Regional, and Local School/Community level. *The graph shows the distribution of the participants (29 out of 30).*

All projects in batch 15 use one, two or three Ps, more or less distinctive in the text. Eight , projects have a main focus on participation, two on protection and one take their point of departure in both protection and provision. Most projects use participation as a starting point and a means to also get provision and protection for the students/learners.

The aim is to recruit teams with professionally active participants at all three socio-administrative levels, as shown above in figure 2. Ideally there should be approximately 10 participants at each level. The graph shows the distribution of the participants in batch 15. The participants are representing at all three levels, but the provincial/regional level is the most representative one (13 out of 29).

The change projects and the three socio-administrative levels

In the chart below we summarize where the change projects started and/or where they are taking place, using the same manner to plot the projects in batch 15. Most change projects are only applied on one level, but some change project are on two levels, targeting teacher training and department of Teacher Training, Ministry of Education. That is why we have 11 change project positions at the three levels in the chart below – and not just 10, as is the number of teams working with the change projects in Batch 15.

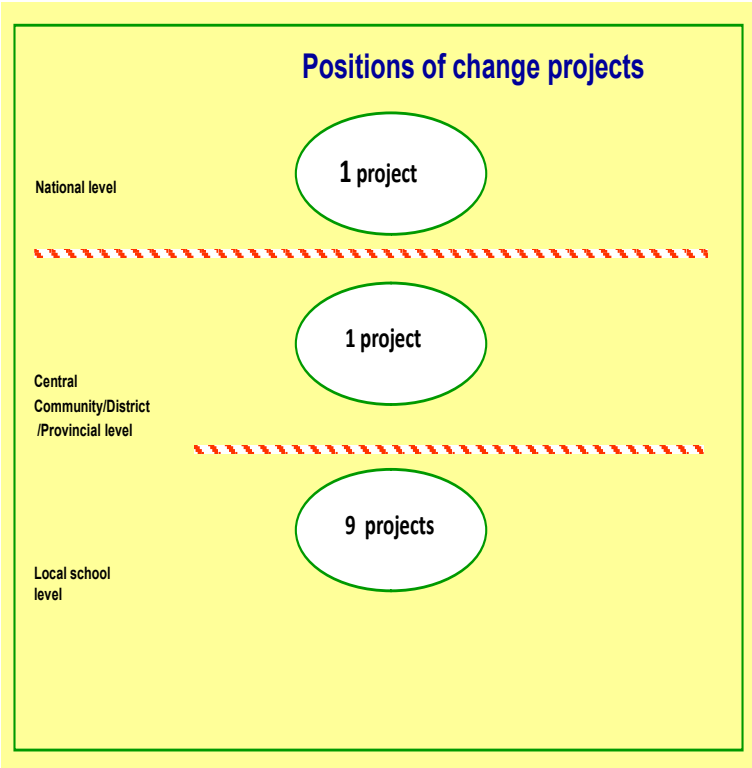


Figure 3. The change projects in batch 15 are active on the three levels: National/State; Provincial/Regional and Local School/Community level.

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 experience to other schools. The position of the projects in batch 15 can be compared to the distribution levels of participant representation. It is often easier, sometimes necessary, to start at a place where one of the change agents, in these cases the headmaster or teacher trainers 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 final reports in Batch 15. 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 emphasize 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 9 years in batches 1 – 14 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 together 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

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 change agents. 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 reduce 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 reso*u*rces (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 schools or districts without more money! There is a lot to be done that does not require money – at least not initially. We have 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 provide a bag of money.

A major challenge is, of course, to prioritize the time required carrying out the change projects. The change agents must continue with their regular work as well. This is a real challenge. 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

Key persons at the local social level must be mobilized at an early stage. Support by principals, local leaders as well as parents are crucial for the change processes of CRC. If key persons set the foundation for change, it will be easier to get the support required by different dedicated and motivated actors. Batch 15 shows many good examples of this, for example by using vision workshops as a way to bring different target groups and stakeholders together in the beginning of a project.

Polical instability, patriarchal systems, traditional values, marginalized family structure 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. 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 abuse or corporal punishment with the implementation of "positive consequences" when students break rules in class. Some of the projects in batch 15 shows several attempts at replacing old ways of punishment by using rules, norms and

consequences agreed upon with the students, teachers and parents. Student mentoring, increased participation and freedom to speak have been another instruments used in the teaching-learning processes in an attempt to restore workable discipline or order in the classroom in a simple manner.

4. Way forward

This last section will sum up the way the teams have planned for the future and for sustainability of their change project. Future planned actions could also be organized in categories, presented and discussed below. As seen in the final reports, the country teams in batch 15 have carefully planned for the future.

Continue with support to the project

If you start a project you also create a lot of expectations. Some projects have stressed this issue and pointed at a special responsibility to continue the support to schools and to students and teachers.

Continue with training

Most of the final reports explain the need for more workshops; follow up seminars and campaigns in the target area. Since the change projects have now just been initiated, most teams have not yet implemented everything that they initially planned to implement. Capacity building is the most effective way to gain understanding and change attitudes. As indicated in Table 1, the training in most cases focuses on the teachers and students. Batch 15 gives examples of home visits by teachers, support to tribal students and further orientation for teachers and teacher trainers.

Develop material

In order to obtain sustainable change projects, different materials are essential. You have to leave something behind. Over time, training and workshops can be forgotten; however the materials will still be there. Access to the materials for use in the future is also important for the teachers. In batch 15 guidelines, magazines, news papers, textbooks, multi-dimensional learning corners, math's lab material, thematic classrooms, school beautification, drinking water facilities, vegetable gardens, outdoor sitting arrange-

ment, dustbins, decomposable and non-decomposable waste containers and monitoring tools have been produced, built or bought.

Establish Clubs, Councils or Committees

As shown in table 2, participation is one of the 3 Ps (Provision, Protection and Participation) most frequently referred to in the change projects. Batch 15 describes many different ways to include more students and give them the possibilities to participate and express themselves freely. One way is to create clubs, councils or committees; another is to install mail boxes or suggestions boxes. These ideas have in many cases evolved from school visits made in Lund, Sweden, where the change agents had the possibility to meet and discuss with the students councils to learn how they work.

Publish results to bigger audience

It is important to show the results of the projects and there are different strategies in the final reports. 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.

Expand, 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. Some projects want to expand to *welcoming* schools or organizations; perhaps there is a greater will to change in these organizations. The team members of batch 15 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. Several projects in batch15 have also reached the national level and have had the possibility to report and/or present results to the different Ministries of Education.

Connect to the national network

In all of the countries in batch 15 there are already representatives who have previously participated in this programme. And in all 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.

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.

5. Concluding remarks

This is the fourth book published in this ITP programme. We therefore have reason to compare the analysis and the comments presented here with that of the previous batches (12, 13, and 14). One difference is in the recruitment of participants. Batch 15 as well as batch 12 has more participants at the national and regional level compared to batch 13 and 14, but this has not affected the orientation of the projects, batch 15 have most of their projects on local level. Batch 12 had a wider span of projects between the three levels compared to batch 13 with most of the projects only at the local level, and batch 14 projects at local and regional 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 all four batches and one conclusion from the mentors is that participation is used as a means to also include issues of protection and provision in their projects for change.

There are clearly several passionate and committed team members in batch 15 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.

Child Rights, Classroom and School Management, Batch 15, 2011b

Lund University has offered the Sida-financed International Training Programme on Child Rights, Classroom and School Management since 2003. The programme targets those in a position from which they can initiate processes of change in the education sector in their countries. During the programme all participating teams initiate a change project in their respective countries aiming at the realization of the intention of the Child Rights Convention in policy as well as in practice. This book contains the final reports from Batch 15 with change agents from Cambodia, Egypt, India, Indonesia, Malawi, Mozambique, South Africa, Tanzania, Uganda and Vietnam.

ISBN: 978-91-980535-3-1

LUND UNIVERSITY

Sida