LUND UNIVERSITY

Child Rights, Classroom and School Management

Change Projects from the International Training Programme Batch 16 - 2012a

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Change Projects from the
International Training Programme

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BATCH 16
2012a

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Final Reports
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Contents

Preface

We would like to thank all change agents in Batch 16 who have participated in the international training programme on Child Rights, Classroom and School Management and contributed with a final report in this book. They have contributed to the initiation of changes aimed at the realization of the intention of the Child Rights Convention in policy as well as in practice in their respective countries; Cambodia, China, Colombia, Ethiopia, India, Indonesia, Malawi, Mozambique, Sri Lanka and Zambia.

Lund, November 2013

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1. Introduction

In 2003 Lund University Commissioned Education was given the task, after public tender, to create and administrate a programme on "Child Rights, Classroom and School Management" following the provisions and principles contained in the UN Convention on the Rights of the Child (CRC), Sida's development policy on Education and other internationally ratified instruments in the areas of child rights and education. The programme was oriented to target persons holding a position from where they could initiate processes of change in their home countries. During the years 2003-2009 the International Training Programme (ITP) on Child Rights, Classroom and School Management was arranged 11 times with 330 participants completing it. Most of them are still working for child rights in their countries and have formed national and regional networks. In 2010 Lund University Commissioned Education won the contract in a new procurement for arranging the programme twice a year 2010 - 2012 with an option for another two years. The option won approval in 2012, thus the programme will continue until 2014. In 2012 the 16th and 17th batch started the redesigned programme and this book is one of the results of batch 16.

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 150 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

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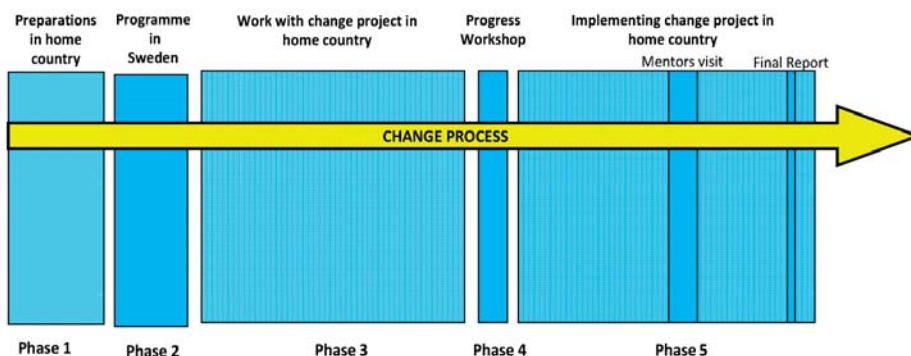
Africa: Burkina Faso, Egypt, Ethiopia, Liberia, Mali, Malawi, Namibia, Sierra Leone, South Africa, Tanzania, Uganda and Zambia

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	16
Afghanistan							1									
Bangladesh	1	2														
Cambodia												1		2	3	4
China	1	2		3	4					5	6	7		8		9
Colombia				1	2	3		4	5	6	7	8	9	10		11
Egypt			1							2		3		4	5	
El Salvador										1						
Ethiopia	1	2		3		4	5	6	7	8		9	10			11
Honduras		1														
India			1	2		3		4	5		6		7	8	9	10
Indonesia	1		2	3			4	5	6		7	8	9		10	11
Jordan		1			2	3		4			5					
Kenya	1			2		3										
Laos					1	2		3								
Malawi			1	2	3		4	5			6		7		8	9
Mozambique							1		2						3	4
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			11
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	10

Preparations in home country | Programme in Sweden | Work with change project in home country | Progress Workshop | Implementing change project in home country

Mentors visit | Final Report

CHANGE PROCESS

Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5

A change project is the frame of the ITP on Child Rights, Classroom and School Management and a process which continues throughout the entire programme. The change project is made possible through teamwork and thus it is of great importance that the entire team is involved in the process and that the project has a high level of practical relevance for each team member. Each team is assigned a mentor who is responsible for supporting and monitoring their work as well as the networking process. Throughout the various phases of the programme, participants will be given tools for developing and implementing the change project and for making it sustainable.
A description of the different phases in the programme for batch 16 will follow.

Phase 1 – Preparations in the home country was when the participants contacted the other team members and former participants in the program. The team began to explore the work and implementation of the Child Rights Convention in their own country. According to assignments given, they also prepared the background information which contributed to the baseline of their change project. (March-April 2012)

Phase2 – Programme in Sweden lasted for approximately four weeks and consisted of child rights studies combined with study visits to relevant Swedish institutions and different schools. Interaction between the participants from the different countries added to the experience and increased the knowledge gained. The change project, which should have a high degree of practical relevance for the participants and their home organisations, is to be identified, planned and decided on and before the participants leave, they submitted a project plan. (May 7th – May 31st 2012)

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

Phase IV – Progress workshop in South Africa 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. (November 11th – 21st 2012)

Phase 5 - <u>Implementing the project in the home country</u> with assistance from the mentor. After phase four in South Africa, follow-up visits have been conducted by the respective mentor in the teams' home countries. The mentor together with the team met stakeholders, agreed on the following steps and also evaluated the project for change. After this visit the teams submitted the final change project reports in this book. (November 2012 – November 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 16 are published in alphabetical order in this book. They represent different approaches to and topics on implementation of CRC with their points of departure in different actual problems in their respective countries. Common to all countries is that they have ratified CRC about 20 years ago. All states have, as a result, formulated laws, policies and programmes aimed at implementation of CRC and strengthening the position of children. However, there is still often a large gap between these good intentions and practice. The change project is trying to bridge this gap.

At the end of the book, the mentors in the ITP on Child Rights, Classroom and School Management from Lund University - Agneta W Flinck, Lena Andersson, 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

The responsibility of School Directors and Teachers in implementing CRC in Classroom and School Management

Ms Chin Yahan, Mr Pok Saroeun, Mr Noun Sok Chantra

1. Frame of Reference

Cambodia is one the poor countries in Asia, since the country had come across civil war for more than 3 decades. After rising at the 7th January 1979, from the complete destruction in all sectors of Pot Pot regime, poverty and human rights are the most important issues the government has to deal with. As acknowledged the impact of post conflict civil war, all adults who are victims and survivals abiding trauma as well as poor physical health, living with subsistent careers, missing family, losing education, easily getting angry or upset, and eventually, committing crime or violence. Under the pressure mentioned above, the less privileges, namely women and, especially, children are victims of violence. Since the Convention on the Rights of the Child (CRC) has become the most widely ratified human rights treaty in the world, the Royal Government of Cambodia has shown a stronger commitment to protecting and promoting the rights of children. In 1992, Cambodia became a party to the Convention and has ratified both of its optional protocols. Since 2001, the school enrollment has been free for every pupil from grade one to grade nine. This is to ensure all children can start school at the age of six and get basic education (grade 9) by 2015, especially children who are from the low income families in the rural areas. In May 2004, Cambodia and other countries from Southeast Asia agreed to promote and develop Child Friendly Schools

as an effective way to achieve the goal of Education for All It is essential to create school environments that nurture the well-being of every child. UNICEF has supported Child Friendly School which focuses on Child Right at schools and helped to build up capacity among teachers at primary schools in Cambodia. The Child Right Foundation, which is a local Cambodian NGO founded in 2000 has also implemented CRC in schools. The organization collaborates closely with the Ministry of Education, Youth and Sports Education (MoEYS). The Child Right Foundation has visited all Teacher Training Colleges, and has been given demonstration lessons and TTC lectures for pre-service teachers and in-service teachers. They provide the TTC with free materials and manuals about CRC. Even though Child Friendly School has been promoted and developed, the contribution of thousands International and Local Cambodian Non-Governmental Organization has been existed, the issues of Child Right abuse are still the case of challenging. As abiding in mind as educators and teachers committed in changing the behaviour and perception of School Directors and Teachers towards CRC implementation with responsibility in the school and classroom management, we batch 16, would like to orient our activities to fulfil the needs of Cambodian children on protection from all forms of violence and on the right direction of Education, following text of Article 19 and 29 as raised below.

Child's right to protection from all forms of violence. Text of Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child 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 of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described here to fore, and, as appropriate, for judicial involvement.

Direction of Education. Text of Article 29

1. States Parties agree that the education of the child shall be directed to:
   (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
   (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

2. Purpose

Our project "The responsibility of School Directors and Teachers in implementing CRC in Classroom and School Management" will complement the existing Child Right based National Curriculum, and ensure further CRC implementation in the school and classroom management, gradually to the larger scale. As being raised above, and as being accepted with the concerns and recommendations raised in the consideration of reports to fix the problems occurred in the field of Education, done by the UN Committee on the Rights of the Child, Fifty seventh Session, 30 May – 17 June 2011, the project was set up for mainstreaming the CRC guideline and appealing every sort of contribution, especially calling for voluntary adoption and implementation among school principals, teachers and teacher trainers in the whole country of Cambodia, to make achieving the universal goal of education. It is our aim that the past or current willing or acts of discrimination, negligent, maltreatment, or exploitation to the child in the schools and classrooms being reflected as intent violence and wrong direction of Education, will be changed to the respect and fulfil all children for achieving their Rights of Protection and Rights to Quality of Education, with deeper understanding and practices of Child Rights with the responsibility of school principals, teachers, and teacher trainers. In addition, this implementation will offer children to meet their rights as being integrated and seen in their textbook lessons as well as to gain their space of actions provided in the Application Session within each lesson. As seen in the challenges and recommendations raised in the final reports of the previous batches from Cambodia, we have chosen the city Stung Treng (455 km far from Phnom Penh) for our pilot project since the first two projects for change were sited there at the Provincial Teacher Training Center (PTTC). We have many connections within the Education

sector in Stung Treng. Partly, within the whole project raised above, and within the time frame of 2012 - 2013, we have started implementing our project within the image of a pilot program, working for and with the *Draft of Guideline on CRC implementation in classroom and school management,* aiming at complementing the existing the Child Right based Curriculum (2005-2009).

3. Methodology

In Lund during the international training programme, in the process of school visits to Swedish schools, we interviewed the principal of Vikingaskolan. She showed us the Swedish National Curriculum and we found one significant material we have been seeking for. The document is entitled "Curriculum for the Compulsory school, pre-school and the leisure-time centre 2011, during school year 2011/12". It was written in English, and gave details about the Curriculum Guidelines. The details matched our guidelines in the existing Child Right based Curriculum (2005-2009) which we think is too short and needs to be developed. That is the beginning of our project plan that we developed in Lund. After returning from Sweden, batch 16 of Cambodia, submitted the document attached with our project plan to the Ministry of Education, Youth and Sport in Phnom Pehn. We started implementing our project plan step by step and the first part in developing the Draft of Curriculum Guideline was to translate the guideline part of the "Curriculum for the Compulsory school, pre-school and the leisure-time centre 2011, during the school year 2011-12. Mrs. Chin Yahan who is working at the Curriculum Development Department have translated the document from English to Khmer then added the matched contents of selected articles of the CRC, the Cambodian Constitution, Education Law, and some related decrees and policies, to develop the 1st Draft of Curriculum Guideline. The 1st draft was sent to Mr. Pok Saroeun and Mr. Noun Sokchantra in Stung Treng Province for consultation and feedback from them. After the 1st revising at Phnom Penh, we called it the 2nd draft, then put it for consultation and feedback among our stakeholders and target groups. After the 2nd revising in Phnom Penh, we called it the 3rd draft and submitted it to the Ministry of Education, Youth and Sport, for consultation and feedback. After the 3rd revising at Phnom Penh, we called it the 4th draft. We choose to call the next step "Do the Talk and Talk the Talk" we took the 4th draft to be used as the resource material in workshop training to our target groups at Stung Treng Province. We presented the contents, we listened to their discussions, and then we tried to answer their questions. As a result they accepted to do the pilot implementation in their schools and classrooms settings. Some pictures from "Do the Talk"

We appreciated the step of "Talk the Talk", by always accepting and responding to various questions raised by some of our stakeholders and target groups, as shown in the below pictures.

The third step "Do the Walk" was to put the draft into a real school context. We send the draft and ask for implementing in the school year of 2012-2013, to four target schools carefully chosen by Mr Pok Saroeun at the Provincial Education Office and Mr. Noun Sok Chantra at the Provincial Teacher Training Center in Stung Treng. The schools chosen are the Royal Crusade High School, the Anuwat Primary School, and Samdach Krom Preah Primary School and the PTTC of Stung Treng Province. At the end of the school year, we took the next step "Talk the walk". The team met in Stung Trung and conducted the monitoring workshop at the target schools to ask and listen for feedback from the implementation phase from principals and teachers and teacher trainers. At the same time, two colleagues from our stakeholder group monitored the impact on pupils and their parents in the chosen schools. "Talk the walk":

The teacher trainees from PTTC and school children of our target schools attended and involved in answering questionnaire of the monitoring and evaluation session. Their parents or caregivers were also involved, but at their home, answering the questionnaire sent by their children.

4. Results

Our project plan had been implemented completely. We have reaches six (three female) school principals, 59 (33 female) teachers, and16 (six female) teacher trainers. In total 75 (39 female) Educators from Stung Treng Province have collaborated in developing and piloting the Draft of Curriculum Guideline for primary and lower secondary education" within the time-frame of June 2012 – July 2013.Within the schedule planned, we have reached the following outputs:
 - June and August 2012: The 2ⁿᵈ Draft of Curriculum Guideline had been initiated and submitted, for recommendations and permission, to the Ministry of Education, Youth and Sport.
- September 2012: The 3ʳᵈ Draft of Curriculum Guideline had been submitted to five School principals and 59 teachers of three schools, and 16 teacher trainers and 50 teacher trainees of Regional Teacher Training Center, Stung Treng Province, for discussion and comments.
- October 18-19, 2012: The 4ᵗʰ DCG had been put to for discussions in the two introductory workshops at the RTTC and the Resource Center, Stung Treng Province. There were 82 participants (41female) who attended the two workshops. After the workshops, the 4ᵗʰ DCG had been piloted in the school year of 2012-2013.

- May 5-10, 2013: The monitoring workshops had been conducted in turn at each of the 4 target schools. In total, there were 203 attendants in those workshops (six school directors, 52 teachers and teacher trainers, 123 teacher trainees and students, and 22 parents)

In summary, the final Draft of Curriculum Guideline entitled *"The responsibility of School Directors and Teachers in implementing CRC in Classroom and School Management"* in Khmer language (20 pages), have been developed, submitted for comments and permission, revised, put for piloting in the school year of 2012-2013 at three schools and one teacher training center (RTTC) in Stung Treng Province, and finally the monitoring workshops had been conducted completely and successfully. Our findings and reflections on the questionnaires will be presented below, we have chosen some questions and the whole questionnaire is presented in the appendix.
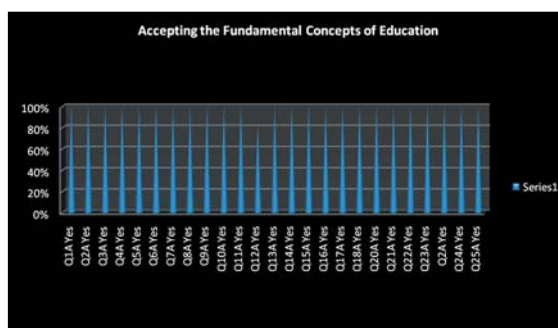
For Principals (appendix 1) part A related to Understanding the Meaning: Every question was understood and accepted among all respondents, except question no.12 about the concept of knowledge in the learning and evaluation processes, only 83% answered they understood the role of learning as a process.

In part B related to Piloting the Draft implementation: Every question was replied Yes by all respondents.
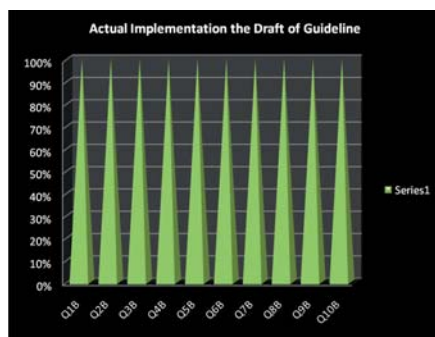
In part C related to comments or requests:
17 % of respondents requested more CRC main-streaming

16 % of respondents called for continually practice
67 % of respondents requested more pedagogical training

Comments or Requests

Requesting
more CRC
mainstreaming
17%

Calling for
continually
practice
16%

Requesting
more
pedagogical
training
67%

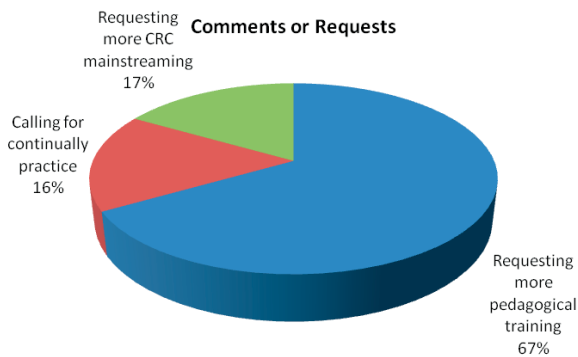**For Teachers** (appendix 1) part A related to Understanding the Meaning: Not every question was understood and accepted among respondents; a shortage of awareness on basic concepts of education could be seen.

■ Series1
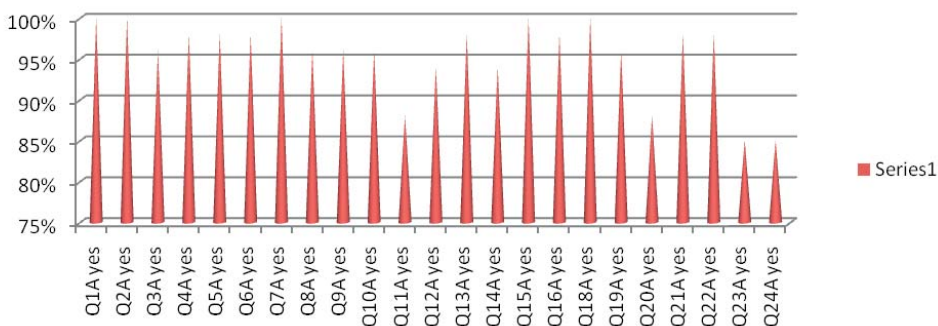
In part B (appendix 2) related to Piloting the Draft of Curriculum Guideline: Not 100 % of respondents had been able to implement each point of the guideline, with various reasons.

■ Series1
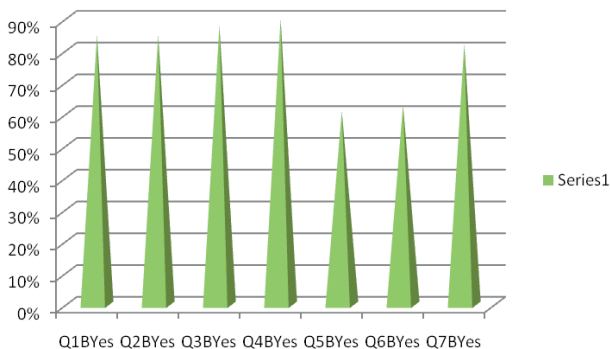
In part C (appendix 1) related to comments or requests: 17 % of respondents requested more CRC main streaming

Teachers' Comments

- Request teaching-learning materials 10%
- Request more training on CRC implementation 22%
- Asking for Pedagogical Forum 1%
- Calling for CRC mainstreaming 7%
- Asking for more Monitoring 5%
- Calling for Continually Practice 1%
- Satisfied with questionnaire 1%
- No Comment 53%
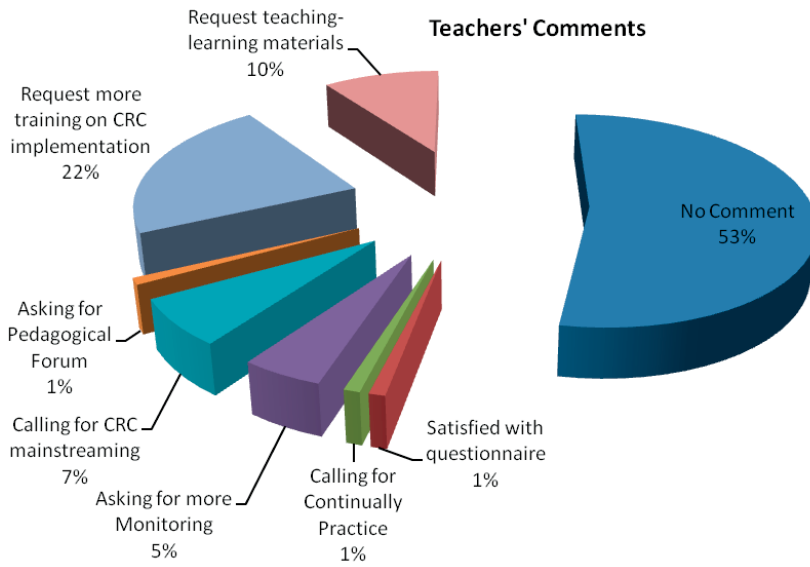
For Pupils (appendix 2) the replies of pupils to question 1 What positive points in your school made you satisfied and willing to study? are based on their own experiences. Anyhow, the facts of admiration to Good Discipline, Good Management, Good Teacher and Good Environment are revealed above all and generally with high score.

PTTC Stung Treng (teacher training)	
Royal Crusade High School	
Anuwat Primary School	
Samdach Krom Preah Primary School	
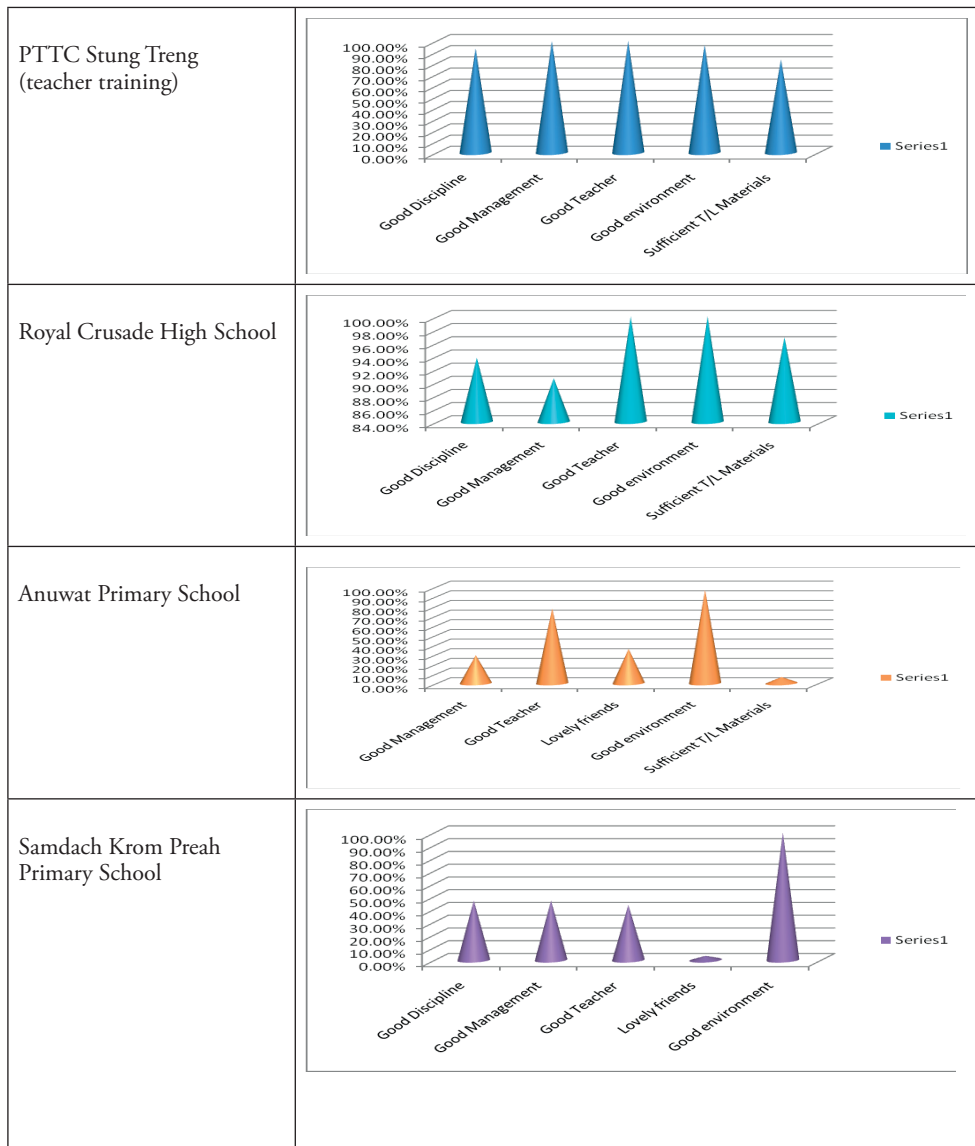
For Parents (appendix 3) Not different from the children's, the replies from question 1 What positive points in this school makes you satisfied and willing to send your children to study? are based also on their own experiences and favors. Anyhow, the facts of admiration to Good Discipline, Good Management, Good Teacher, and Good Environment are revealed above all and generally with high score.

PTTC Stung Treng (teacher training)	
Royal Crusade High School	
Anuwat Primary School	
Samdach Krom Preah Primary School	
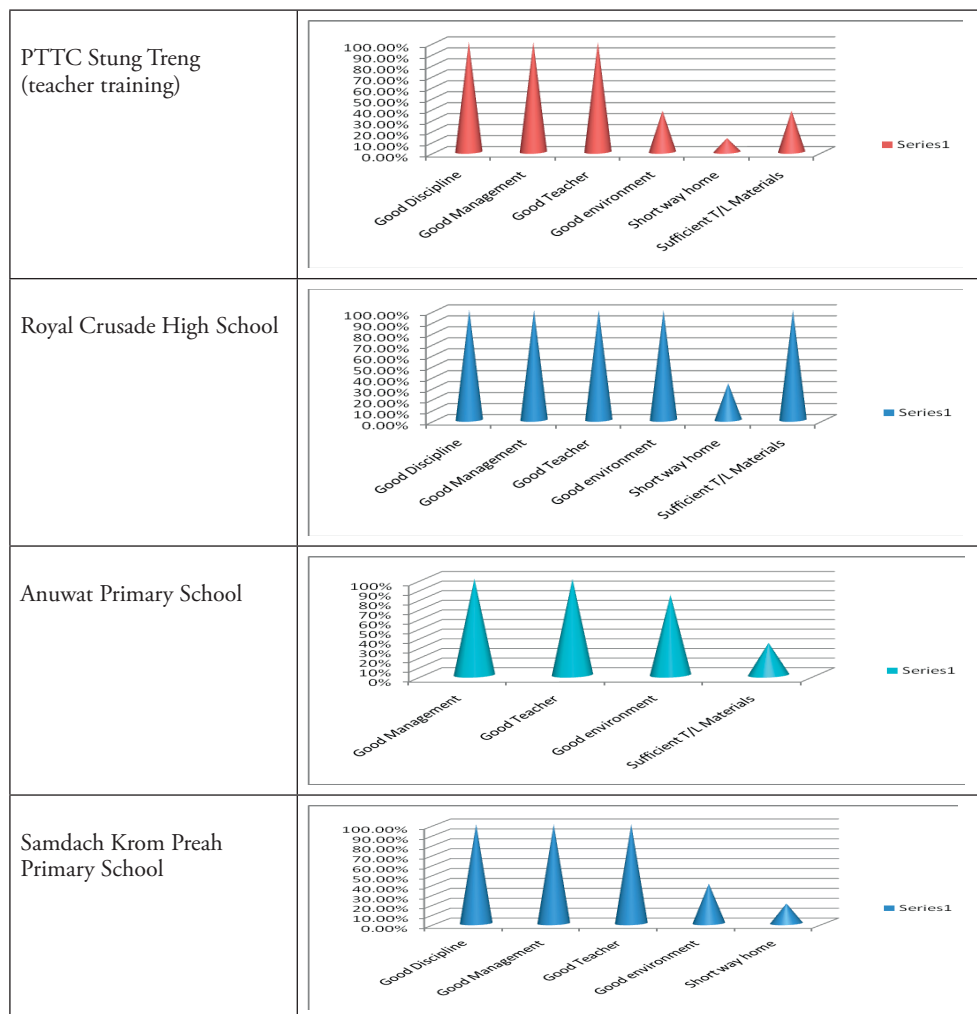
In conclusion, the pilot program on "The Responsibility of the School Directors and Teachers in CRC Implementation in the Classroom and School Management", of the school year 2012 -2013, had got along smoothly with positive impact. It is reflected that the 4th Draft of Curriculum Guideline is meaningful, effective, and relevant to the Child Right based Curriculum for Compulsory Secondary, and Primary School, of Cambodia, in the current and future time. At the same time, it is noticeable that this Draft is the key component, focused on the significant role and task of Educational

Officers in the School, supplementary to another key component focused on the significant role and task of Children Committee in the school. The two key components are crucial mechanism of Child Friendly School, and enhance the CRC realization in the school setting, as well as in the society. Even though legal norms are highly evolved, a numerous kinds of constraints namely cultural and social norms, time and financial constraints, low academic ground, etc. are still be dominated and emerged as seen in the process of piloting. Reasonably, further legal actions need to be carried out. Additionally, Protection cannot be separated from Provision, for the aim of Child Participation. For the larger scale of perspective, Poverty must be eradicated from the whole nation, or it will be impacted directly or indirectly to perform the physical, emotional, mental, spiritual violence intentionally or unintentionally on children. On the other hand, intellectuals with highly academic ground should be mostly encouraged to be perfectly in the role of School Directors and Teachers and/or Educators, since the realization of Right Direction of Education, always resulted from their valued and priceless efforts. Without Qualified Teachers, without Quality of Education, and Qualified Teachers are growing from Child Friendly School and Peaceful, Free and Fair Society.

5. Discussion and Reflection

Our plan of actions had been carried out completely, but we still have something to be raised for discussion and reflection as the following. Firstly, we do hope, from the earlier mentioning, you, the readers and listeners, have understood why we started the project with the development of the 1st draft of Curriculum Guideline. However, we need to clarify additionally that:

> - The Curriculum Guideline should be, firstly, in draft for giving spaces of contributions of stakeholders and target groups. Besides, it needs to be attached with the application form, revealing our good will and intention for the benefit of our all Cambodian school children, requested from the Ministry of Education, Youth and Sport, for permission to do further actions. As results, the hierarchically higher rank officials have put in, one after one, their acceptance and approvals while the application form arrived each of them.

> - The Draft content is based mostly on the Curriculum for the Compulsory school, pre-school and the leisure-time centre 2011, during school year 2011/12, Sweden, and fortunately it is complied with and can be linked closely to the contents of the legal documents/local laws of Cambodia. By this case, it is crucially to mention that conceptual legal cultural trends of Cambodia are going and being processed in the right way.

Secondly, right understanding on the CRC concepts and rules needs to come before Right Practices of our stakeholders and target groups. That is why we needed to con-

duct the presentation on our 2nd Draft. It is unavoidably, questioning reflected partly one's academic ground and level of competency, but, as educators, we have try the best to seek for any relevant response to fit those questioning as soon as possible. Then, we are able to conclude that Right Practices are by any case, the effects of right perception and understanding. Consequently, several times of our draft revising need to be done to facilitate the commonly right understanding of some of our stakeholders and target groups. On the other hand, it needs to be pointed out that our revising was done only on simplifying the use of Khmer words, grammatical order, and more logically detail explanation. That is meant the concepts of CRC and, especially, the right direction of Education had not been changed (for detail, we would like to attach the 4th Draft of our Curriculum Guideline in Khmer version in the appendices part, but due to space and relevance we have only submitted the English version). Behind their right understanding, Space of Actions needs to be provided to our target groups to practice, which we called "pilot program". The pilot program had made actual changes in their conceptual and behavioural practices in their daily tasks. Space of Actions need to be provided longer times and/or within one's entire life, which we can call "Freedom in daily life". Wherever or whenever there is no freedom, there is absence of actual practices, then, inactivation and silence pervade. At the end of our pilot program, we had conducted the monitoring and evaluation workshops, continually, at each of our target schools. We wanted to know whether our 4th Draft of Curriculum Guideline could be implemented, or not. If it could be implemented, how are its extension, and which the strong points are? If it could not be implemented, what about its extension, and which are the weak points? Surely, the activities always resulted in outcomes, as well as, practices resulted in impacts. When we seek to see the impacts, we will be able to reflect the earlier practices.

6. Way Forward

In the school year of 2013-2014, the 4th Draft of Curriculum Guideline entitled "*Responsibility of School Directors and Teachers in CRC implementation in the classroom and school management*" in Khmer language, will be submitted to the approval board for comments and adoption to be "the Formal Curriculum Guideline ".In the school year of 2014-2015, it will be printed and distributed to related departments and institutions at national level, to all provincial and district offices of Education and to every teacher training centre and school in the country. It will be put in the 2nd part of the National Curriculum for Secondary and Primary Compulsory School, 2014, of Cambodia. If training workshop is needed at any spot area, school directors and teacher of the four target schools at Stung Treng will be selected and assigned to be the temporary facilitators.

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Appendix number 1

DRAFT OF CURRICULUM GUIDELINES FOR TEACHERS AND PRINCIPALS

Purpose: The questionnaire is monitoring three parts:
>1. To check the school directors' understanding meaning of the draft of guidelines
>2. To monitor the implementation of the drafts in the target schools in Stung Treng
>3. To get feedback from the targets groups on requests and recommendations

All statements will be followed by a question Yes/No or Should/Should not and space to explain the answers given,

A. The Meaning of the Draft of Guideline

First we would like to ask you to what extent the draft of the guideline have raised knowledge of the basic concepts in education.

1. MORALS IN EDUCATION
Morals means standards of behavior or principles of right and wrong. The morals of each person or of his/her environmental society is not alike compared to one another, for example there may be different ways of salutation depending in the context. Through the above concept, should Educator respect the different morals of each student?

2. VALUES IN EDUCATION
Values means moral or professional standards of behavior and principles. School should represent, impart and establish respect for fundamental values as human rights, human life, individual freedom and integrity, the equal value of all people, equality between women and men, and solidarity with the weak and vulnerable. Do you agree with the above concept?

3. THE WAY OF TEACHING
Teaching in schools should be non-denominational. Do you understand the concept?

4. THE UNIQENESS OF THE PUPIL
The task of the school is to encourage all pupils to discover their own uniqueness as individuals and thereby be able to participate in the life of society by giving of their best in responsible freedom. Do you agree with the above concept?

5. PARTICIPATION IN EDUCATION

It is not in itself sufficient that teaching only imparts knowledge about fundamental democratic values. Democratic working forms should also be applied in practice and prepare pupils for active participation in the life of society. This should develop their ability to take personal responsibility. By taking part in the planning and evaluation of their daily teaching, and being able to choose courses, subject, themes and activities, pupils will develop their ability to exercise influence and take responsibility. Do you agree with the above concepts?

6. ACTIVE PARTICIPATION IN THE LIFE OF SOCIETY

The task of the school is to promote learning by stimulating the individual to acquire and develop knowledge and values. In partnership with the home, the school should promote the all-round personal development of pupils into active, creative, competent and responsible individuals and citizens. The school should be permeated by concern for the individual, consideration and generosity. In a deeper sense education and upbringing involve developing and passing on a cultural heritage-values, tradition, language, knowledge from one generation to the next. Do you agree with the above concept?

7. PREPARATION FOR THE FUTURE LIFE

The school has the task of imparting fundamental values and promoting pupils' learning in order to prepare them to live and work in society. The school should impart the more unvarying forms of knowledge that constitute the common frame of reference that all in society need. Pupils should be able to keep their bearings in a complex reality, where there is a vast flow of information and where the rate of change is rapid. Do you agree with the above concept?

8. LANGUAGE AND COMMUNICATION

Language, learning, and the development of a personal identity are all closely related. By providing a wealth of opportunities for discussion, reading and writing, all pupils should be able to develop their ability to communicate and thus enhance confidence in Khmer language abilities. Do you agree with the above concepts?

9. CREATIVITY AND PLAYING

Creative activities and games are essential components of active learning. In the early years of schooling, playing in particular is of great importance in helping pupils to acquire knowledge. The school should strive to provide all pupils with daily physical activity within the framework of the entire school day. Do you agree with the above concept?

10. PROMOTE ENTREPRENEURSHIP

An important task for the school is to provide a general but coherent view. The school should stimulate pupils' creativity, curiosity and self-confidence, as well as their desire to explore their own ideas and solve problems. Pupils should have the opportunity to

take initiatives and responsibility, and develop their ability to work both independently and together with others. The school in doing this should contribute to pupils developing attitudes that promote entrepreneurship. Do you understand the concept?

11. PERSPECTIVES IN EDUCATION
In all education, it is important that overall, well-balanced perspectives are established. An *historical perspective* enables pupils to develop an understanding of the present, and preparedness for the future, and develop their ability to think in dynamic terms.

An *environmental perspective* provide opportunities not only to take responsibility for the environment in areas where they themselves can exercise direct influence, but also to form a personal position with respect to overarching and global environmental issues. Teaching should illuminate how the functions of society and our ways of living and working can best be adapted to create sustainable development. It is important to have an *international perspective*, to be able to understand one's own reality in a global context and to create international solidarity, as well as prepare for a society with close contacts across cultural and national borders. Having an international perspective also involves developing an understanding of cultural diversity within the country.

An *ethical perspective* is of importance for many of the issues that are taken up in the school. This perspective should permeate schooling in order to provide a foundation and support pupils in developing their ability to form personal standpoints .Do you agree with the above concept?

12. THE CONCEPT OF KNOWLEDGE IN LEARNING AND EVALUATION PROCESSES
The school's task of promoting learning presupposes that there is an active discussion in the individual school about concepts of knowledge, and about what constitutes important knowledge today and in the future, as well as how learning and the acquisition of knowledge take place. Different aspects of knowledge and learning are natural starting point for such a discussion. Knowledge is a complex concept, which can be expressed in a variety of forms as facts, understanding, skills, familiarity and accumulated experience - all of which presuppose and interact with each other. The work of the school must therefore focus on providing scope for expressing these different forms of knowledge, as well as creating a learning process where these forms are balanced to form a meaningful whole. Do you understand the role of learning as a process?

13. VALUE SHARING EXPERIENCES
The school should promote the harmonious development of pupils. This should be achieved by means of a varied and balanced combination of content and working methods. Shared experiences and the social and cultural world that make up the school provide scope as well as the preconditions for learning and development where different forms of knowledge make up a meaningful whole. What kind of sharing experiences do your school provide for the pupils/students, give examples:

14. PREE-SCHOOL /SCHOOL COOPERATION

Reciprocal exchange between the pedagogical approaches of the preschool class and the school can together help to enrich the pupils' development and learning. Do you agree with the above concept?

15. SELF DEVELOPMENT AND PERSONAL GROWTH

The school should stimulate each pupil towards self-development and personal growth. It should focus not only on intellectual but also practical and aesthetic aspects. Health and lifestyle issues should also receive attention. They should also be encouraged to try out and develop different modes of expression and experience feelings and moods. Drama, rhythm, dance, music and creativity in art, writing and design should all form part of the school's activity. Harmonious development and educational activity provide opportunities for exploring, researching, acquiring and communicating different forms of knowledge and experiences. Creative ability is a part of what the pupils should acquire Do you agree with the above concept?

16. BUILDING UP SELF-ESTEEM

The pupils should meet respect for their person and work in school. The school should strive to be a living social community that provides security and generates the will and desire to learn. The school works in settings where there are many different sources of knowledge. The aim should be to create the best conditions for the pupils' all –round development, thinking and acquisition of knowledge. The foundation for a sense of security, and self-esteem are established in the home, but the school also has an important role to play in this context. Every pupil has the right to develop in school, to feel the joy of growth and experience the satisfaction that comes from making progress and overcoming difficulties. Do you agree with the above concept?

17. CO – OPERATION BETWEEN SCHOOL AND COMMUNITY

In the school environment, both the daily pedagogical leadership of the school, as well as the professional responsibility of the teachers are necessary conditions for the qualitative development of the school. This necessitates continuous review, following up and evaluating results, as well as assessing and developing new methods. Such work has to be carried out in active co-operation between school staff and pupils, and in close contact with the home and the local community. Do you agree with the above concept?

18. The draft is proposing these goals for grade 1 to grade 12. How do you value each goal? 0= Not important at all 5= Very important

Goals	0	1	2	3	4	5
can consciously determine and express ethical standpoints based on knowledge of human rights and basic democratic values, as well as personal experiences,						
can respects the intrinsic value of other people						
can empathize with and understand the situation other people are in and also develop the will to act with their best interests at heart						
show respect and care for both the immediate environment, as well as the environment from a broader perspective.						

19. The draft is proposing that the school is responsible for ensuring that each pupil on completing compulsory school**:** How do you value this? 0= Not important at all 5= Very important

- can use the Khmer language, both in speech and writing, in a rich and varied way,
- can communicate in English, both in the spoken and written language, and also be given opportunities to communicate in some other foreign language in a functional way,
- can use mathematical reasoning for further studies and in everyday life,
- can use knowledge from scientific, technical, social science, humanistic and aesthetic areas of knowledge for further studies, in societal and everyday life,
- can solve problems and transform ideas into action in a creative way,
- can learn, research, and work independently and together with others, and feel confident in their own ability,
- can make use of critical thinking and independently formulate standpoints based on knowledge and ethical considerations,
- has obtained knowledge about and an insight into the Khmer cultural heritage, and also obtained basic knowledge of the Khmer languages,
- has obtained knowledge about the cultures, languages, religion and history of the national minorities (Muslim, Vietnam, and Chinese),
- can interact with other people based on knowledge of similarities and difference in living conditions, culture, religion and history,
- has obtained knowledge of society's laws and norms, human rights and democratic values in school and in society,

- has obtained knowledge about the prerequisites for a good environment and sustainable development,
- has obtained knowledge about and an understanding of the importance of the individual's own lifestyle and its impact on health, the environment society,
- can use and understand many different forms of expression such as language, art, music, dance, and also has developed an awareness of the range of culture existing in society,
- can use modern technology as a tool in the search for knowledge, communication, creativity and learning,
- can make well-informed choices regarding further education and vocational orientation.

20. RESPONSIBILITY AND INFLUENCE OF PUPILS

The democratic principles of being able to influence, take responsibility and be involved should cover all pupils. Pupils should be given influence over their education. They should be continuously encouraged to take an active part in the work of further developing the education and kept informed of issues that concern them. The information and the means by which pupils exercise influence should be related to their age and maturity. Pupils should always have the opportunity of taking the initiative on issues that should be treated within the framework of their influence over their education. How do you value these goals? 1= Not important at all 6= Very important

21. JOINT RESPOSABILITIES

The joint responsibility of the school, parents and guardians for the pupils' schooling should create the best possible conditions for the development and learning of children and youth. Do you agree with the above concept?

22. TRANSITION AND COOPERATION

Forms of cooperation between the preschool class, the school and leisure -time centers should be developed in order to enrich each pupil's all-round development and learning. To support the development and learning of the pupil from a long term perspective, the school should also endeavor to work closely in confidential cooperation with the preschool, as well as the upper secondary education that pupils will later attend. Cooperation should be based on the national goals and guidelines applicable to the different activities. Do you agree with the above concept?

23. THE SCHOOL AND THEN SURROUNDING WORLD

Pupils should receive an education of high-quality in the school. They should also obtain a foundation for making choices in their further education. This presupposes that the compulsory school works closely with the upper secondary schools pupils will later attend. It also presupposes close co-operation between working life and the local community in general. The goals of the school are that each pupil: can examine different option and make decisions on questions concerning their own future, have an insight into

the local community, its organizations, cultural life and association, and is informed about the opportunities for future education in Cambodia and in other countries.

24. ASSESSMENT AND GRADES

Grades express the extent to which the individual pupil has attained the national knowledge requirements laid down for different subjects. To support grade assessment, subject specific knowledge requirements exist for the different grades. The goals of the school are that each pupil:

> develop increasingly greater responsibility for their studies, and
> develop the ability to assess their own results and relate these and the assessments of others to their own achievements and circumstances.

24. ASSESSMENT AND GRADES

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- develop increasingly greater responsibility for their studies, and develops the ability to assess their own results and relate these and the assessments of others to their own achievements and circumstances.

25. RESPONSIBILITY OF THE HEADTEACHER

How do you think of this? 1= Not important at all 6= Very important

As both pedagogical leader and head of the teaching and non-teaching staff in the school, the head teacher has overall responsibility for ensuring that school activities as a whole are focused on the national goals. The head teacher is also responsible for following up and evaluating school results in relation to the national goals and the knowledge requirements. The head teacher is responsible for the results of the school and within given constrains, has special responsibility for ensuring that:

- the working forms of the school are developed to facilitate pupils in exercising influence.
- the working environment in the school is organized such that pupils have access to guidance, teaching material of high quality, as well as other assistance in order to be able to independently search for and acquire knowledge through such means as libraries, computers, and other learning aids,
- the teaching and health services for pupils are organized so that pupils receive the special support and help they need,
- contacts are established between the school and the home in the event the pupil experience problems and difficulties at school,
- the allocation of resources and remedial measures are related to teachers' assessments of the pupils' development,

- teaching in different subject areas is coordinated such that the pupils are provided with opportunities to understand larger domains of knowledge as a whole,
- teaching in different subjects integrates cross-disciplinary areas of knowledge, such as the environment, traffic, gender equality, consumer issues, sex and human relationships, and also the risks inherent in tobacco, alcohol, and other drugs,
- form of co-operation are developed between preschool class, the school and leisure-time centres in order to support each pupil's all round development and learning,
- co-operation is established with the preschool to create the conditions for a shared view, and close and confidential co-operation,

B. Implementation – QUESTIONS FOR PRINCIPALS

Secondly, we would like to ask whether you have implemented the draft of guideline in the school year of 2012-2013 in your school and classroom setting.

1. Understanding and compassion for others

2. The school should promote understanding of other people and the ability to empathize. Concern for the well-being and development of the individual should permeate all activity. No one should be subjected to discrimination on the grounds of gender, ethnic affiliation, religion or other belief system, transgender identity or its expression, sexual orientation, age or functional impairment or other degrading treatment. Such tendencies should be actively combated. Xenophobia and intolerance must be confronted with knowledge, open discussion and active measures. Objectivity and open approaches the school should be open to different ideas and encourage their expression. It should emphasize the importance of forming personal standpoints and pro-vide opportunities for doing this.

3. Teaching should be objective and encompass a range of different approaches.

4. For an equivalent education the school has a special responsibility for those pupils who for different reasons experience difficulties in attaining the goals that have been set up for the education. For this reason education can never be the same for all.

5. For Rights and obligations the school should make it clear to pupils and parents what the goals of the education are, what requirements the school imposes, and what rights and obligations pupils, parents and guardians have. A prerequisite for pupils, parents and their guardians to be able to use their right to exercise influence is that the individual school is clear in specifying its goals, content and working forms. This is important not least as a basis for the individuals to make choices in school. It is not in itself sufficient that teaching only imparts knowledge about fundamental democratic values. Democratic working forms should also be applied in practice and prepare pupils for active participation in the life of society. This should develop their ability to take personal responsibility. By taking part in the planning and evaluation of their daily teaching, and being able to choose

courses, subject, themes and activities, pupils will develop their ability to exercise influence and take responsibility.

6.   For Norms and Values. All who work in the school should:
- contribute to developing the pupils' sense of togetherness and solidarity, and
- responsibility for people outside the immediate group,
- in their activities contribute to the school being permeated by the spirit of solidarity between people,
- actively resist discrimination and degrading treatment of individuals or group,
- show respect for the individual pupil and carry out their daily work in democratic ways.

7.   For Responsibility and Influence of Pupils All who work in the school should:
- support the pupils' ability and willingness to both influence and take responsibility for the social, cultural and physical school environment.

8.   For joint responsibility of School and Home. All who work in the school should:
- .work together with the pupils' parents and guardians to jointly develop both the content and activities of the school.

9.   For Pupils receiving an education of High-Quality in the school. All who work in the school should:
- act to enrich the school as a learning environment by establishing contacts not only with working, cultural and organizational life, but also with other activities outside the school, and
- contribute to removing any restrictions on the pupil's choice of study or vocation that are based on gender, social or cultural background.

C. Comments or requests (optional) FOR PRNCIPALS

We would like to receive your comments or requests related to the contents and implementation the draft of guideline.

D. Implementation FOR TEACHERS

We would like to ask whether you have implemented the draft of guideline in the school year of 2012-2013 in your school and classroom setting.

1. To influence and stimulate pupils into embracing the common values of our society and their expression in practical daily action. Teachers should:
- clarify and discuss with pupils the basic values of Khmer society and their consequences in terms of individual actions,

- openly communicate and discuss different values, views and problems,
- be observant and together with other school staff takes the necessary steps to prevent counteract all forms of discrimination and degrading treatment.
- together with the pupils develop rules for working and participating in their own group, and
- work together with the home in the upbringing of the pupils and clarify the school's norms and rules as a basis for work and co-operation.

2. To be responsible for ensuring that each pupil on completing compulsory school. Teachers should:
   - take into account each individual's needs, circumstances, experiences and thinking,
   - reinforce the pupil's desire to learn as well as the pupil's confidence in their own ability,
   - provide scope for pupils to exercise their ability to create and use different means of expression,
   - stimulate, guide and give special support to pupils that have difficulties,
   - co-operate with other teachers in order to attain the goals of the education, and
   - organize and carry out the work so that pupils:
   - develop in accordance with their own capacity, and at the same time are stimulated into using and developing all their ability,
   - view knowledge as meaningful and that they make progress in their own learning,
   - receive support in their language and communicative development,
   - gradually receive more and increasingly independent tasks to perform, and take greater personal responsibility,
   - receive opportunities to study subjects in greater depth, develop a frame of reference and context, and receive opportunities
   - to work along interdisciplinary lines.

3. To encourage pupils to take an active part in the work of further developing the education, All who work in the school should:
   - .support the pupils' ability and willingness to both influence and take responsibility for the social, cultural and physical school environment. Teachers should:
   - take as their starting point that pupils are able and willing to take personal responsibility for their learning and work in school,

- be responsible for ensuring that all pupils can exercise real influence over working methods, forms and contents of education, and ensure that this influence grows with increasing age and maturity,
- work towards ensuring that both girls and boys have equally great influence over and scope in the education,
- be responsible for pupils having opportunities to try different working methods and forms,
- together with the pupils plan and evaluate the teaching, and
- prepare pupils for participating and taking responsibility, and applying the right and obligations that characterize a democratic society.

4. For the joint responsibility of the school. All who work in the school should:
   - work together with the pupils' parents and guardians to jointly develop both the content and activities of the school. Teachers should:
   - work together with and continuously inform parents about the pupil' school situation , well- being and acquisition of knowledge, and keep themselves informed about the individual pupil personal situation and show respect for the pupil integrity.

5. To support the development and learning of the pupils from a long-term perspective the school should also endeavor to work closely in confidential cooperation with the preschool, as well as the upper secondary education that pupils will later attend. Cooperation should be based on the national goals and guidelines applicable to the different activities. Teachers should:
   - develop cooperation between the preschool class, the school and the leisure time center,
   - exchange knowledge and experience with the staff in the preschool and other school forms involved, and
   - in this co-operation be particularly observant of pupils in need of special support.

6. For pupils obtaining a foundation for making choices in their further education. Teachers should:
   - support individual pupils when making choices over their further education, and
   - assist in establishing contacts with schools that will be receiving the pupils, as well as with organizations, companies and others who can help enrich the school's activities and establish it in the surrounding society.

7. To support grade assessment. Teachers should:
   - through development dialogues and personal development plans further the pupils' knowledge and social development,

- on the basis of the requirements laid down in the syllabuses assess each pupil's learning, and orally and in writing report this to the pupil and the home, and also inform the head teacher,
- take the wishes of the parents as the starting point, and keep pupils and the home regularly informed about study outcomes and development needs, and
- when awarding grades, make use of all available information about the pupil's knowledge and learning in relation to the national knowledge requirements, and make an all-round assessment of this knowledge.

E. Comments or requests (optional) FOR TEACHERS

We would like to receive your comments or requests related to the contents and implementation the draft of guideline.

Appendix number 2
MONITORING QUESTIONNAIRE for PUPILS

1. What positive points in your school makes you satisfied and willing to study?
2. What are the negative points of your school, what do you think needs to be improved?
3. Do you have any own problems related to schooling?
4. Your comments or requests (optional)

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Appendix number 3
MONITORING QUESTIONNAIRE for PARENTS

1. What positive points in this school make you satisfied and willing to send your children to study?
2. What are the negative points of this school, what do you think needs to be improved?
3. Do you have any problem related to the provision to your children?
4. Your comments or requests (optional).

CHINA

Raise the awareness on CRC by producing teaching materials focusing protection and participation to teachers and students at IMNU and TVC

Zhang Aihua, He Zhiying, Wei Jianqiang

1. Introduction

As a developing country in the world, China signed the *Convention on the Rights of the Child* (CRC) in 1990, and ratified it in 1992. As stated in CRC, children are entitled to rights to participate (article 12), freedom of expression (article 13), right to freedom of thought, conscience and religion (article 14), right to protection from all forms of violence (article 19), right to education (article 28, 29), and right to leisure, play and culture (article 31). These rights are important to be applied in educational field.

As a part of Human Rights, children's rights such as the right to education, to provision, to participation, to life, to protection and so on are always brought to the front by the Chinese government and various authorities at different levels. The Ministry of Education has been promoting these rights through the introduction of civic education at basic, high school and university level. Under the Chinese laws, children are given their due rights and responsibilities. China has since many years been involved in many domesticated activities to maintain this commitment. Inner Mongolia Autonomous Region, located in the north and northeast of China, is also without exception. It is a national minority area taking Mongolians as the main body.

In China all children aged 6-7 are asked to go to school to receive the free 9-year compulsory education and the actual entrance rate for school aged children has reached over 98 percent in Inner Mongolia. In recent years, the new curriculum aimed at changing teaching content and methodology from teacher-centered class to student-centered class is being promoted by the government. Inner Mongolia has also been carrying out the educational reform. Though teaching reform has begun for several years, schools in Inner Mongolia remain quite conventional teaching methods, which is disproportionate to its quick economic development.

As for students' participation, Chinese teachers in general have not given much freedom of expression and participation to their learners yet. In effect, most Chinese learners are still frightful and shy when they are asked to take part in the class activities. This condition makes learners inactive with less creativity.

As to children's protection, although the Chinese government has laid down relevant laws, documents, regulations and acts on protection for children both at school, home and society with the purpose to provide legal basis for children's lawful rights, the protection of children is still a serious issue in China. Mistreatment and punishment are still on-going at schools and homes.

It is against this background that the Team China Batch 16 undertook a pilot project called "Raise the awareness on CRC by producing teaching materials focusing protection and participation to teachers and students at Inner Mongolia Normal University (IMNU) and Tongliao Vocational College (TVC)", a pilot project carried out at TVC in Tongliao, a northern province of Inner Mongolia Autonomous Region and IMNU in Hohhot, the capital city of Inner Mongolia Autonomous Region.

2. Frame of Reference and Baseline

Both IMNU and TVC are higher schools for training students as teachers at primary and middle schools in the future. At IMNU, we select the English major students from Class 2009 because they will have their teaching practice at primary and junior middle schools from mid-September to December. Before their teaching practice, we gave them a brief training on some basic articles of CRC, especially on protection and participation of children. As would-be teachers, we hope they could concentrate on the situation of child rights by observing and teaching students in the classroom as well as at schools.

At TVC, we select the English major students from Class 2010 and Class 2011 because the students from 2010 will have teaching practice at primary school next year. Last

batch agents have trained them a lot on the concepts of CRC. Before their teaching practice, we hope they would pay more attention to students" rights in and out of their classroom teaching. As to the students from 2011, their teachers are trying to apply the participatory teaching approaches into the classroom teaching. Meanwhile, we gave them brief information on some basic articles of CRC. There are 20 backbone teachers from 10 different majors to be the target group. After being trained they will apply participatory approach to their classes.

According to the last project, the CRC-related courses are included in the curricular program as an elective course for students from different departments at both TVC and IMNU. The team members of the last batch have drafted the course outline of their teaching material entitled "Child Rights Protection and foreign Language Teaching", and their teaching material will be written in English. Their main intention is to spread the notion of CRC and participatory teaching method to English majors. On the other hand, although some ideas of CRC have been spread out to teachers and students at both schools, they still have the problem of lack of awareness on CRC, especially on participation and protection of children.

3. Purpose

The project aimed at raising awareness in child rights, especially in participation and protection by starting producing teaching material. The rationale behind this is that there is little or no awareness of the rights of children by teachers, parents and the children themselves. We hope that with the raised awareness of the rights of children, there would be increased participation of children in both learning and teaching. We are going to gain knowledge and experiences for further implementation of CRC in our schools through this change pilot project on how to protect and empower children through active participation by students, teachers, school staff and parents. It was envisioned that raised awareness of children and teachers would also develop a sense of belonging and innovation. This would in turn ensure that the school environment would be drastically improved for both teaching and learning.

By producing teaching material for CRC-related courses focusing on participation and protection in Chinese, we plan to design a kind of handbook for students and teachers with the content of relevant laws, regulations, acts and the first-hand cases our trainees collected. We hope to raise the awareness of CRC (participation and protection) to all the teachers and students who are interested in CRC and make the idea of CRC

sustainable to teachers and teacher trainees in Teachers' Training Faculty at TVC and English Department at IMNU.

Intended output and outcome

The students who choose the elective courses on CRC and the teachers who are selected to receive training on CRC at IMNU and TVC will use this teaching material on CRC (especially on protection and participation) as their guide book.
Students at IMNU and TVC will be aware of the CRC and become more confident, friendly and active in their future teaching career.
Teachers and school staff will have more knowledge and understanding of CRC and will apply CRC in their daily activities.

4. Methodology (Activities)

Since change agents from Batch 16 are from two cities of Inner Mongolia, we carry out our project activities separately with our own target groups – that is at IMNU and TVC.

4.1. Activities at IMNU

Activity 1: Questionnaire and Lecture

Time: 10: 20are — 12:00am, June 27th, 2012
Audience: English Education Class 2009, 30 students (target group); Mongolian English Education Class 2009, 25 students (they are informed about this lecture and are invited to it)

1. A questionnaire was to give to the target group of students. The questions are as follows:
    1. What is the definition of the child?
    2. Why do you think children need to be protected?
    3. In what circumstances do you think children need to be protected?
    4. Do you think children need to participate in the matters related to them? If yes, why ?
    5. How do you feel if you can participate in solving a problem in your school?

Students of 2009 are writing their answers to the above-mentioned questions and discussing with each other

Lecture

The lecture covers the following topics:
What is CRC all about?
What is the child?
What rights do you think children have?
What rights do children enjoy according to CRC?
What is participation about?
Why do you think children need participation?
In what areas of children's lives can participation be applied to?
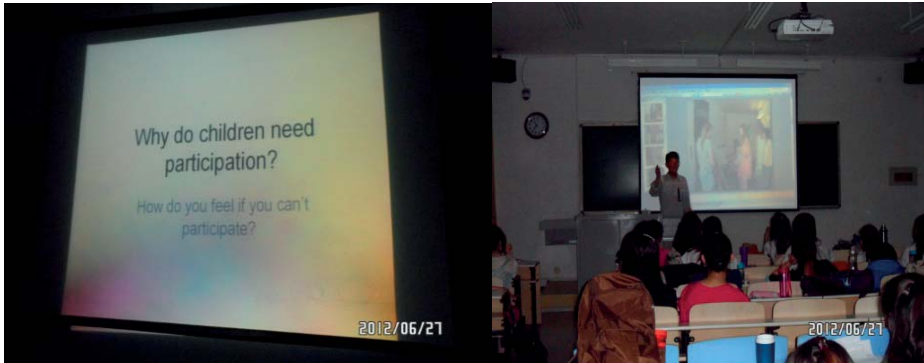
Wei Jianqiang is giving lecture to students of 2009
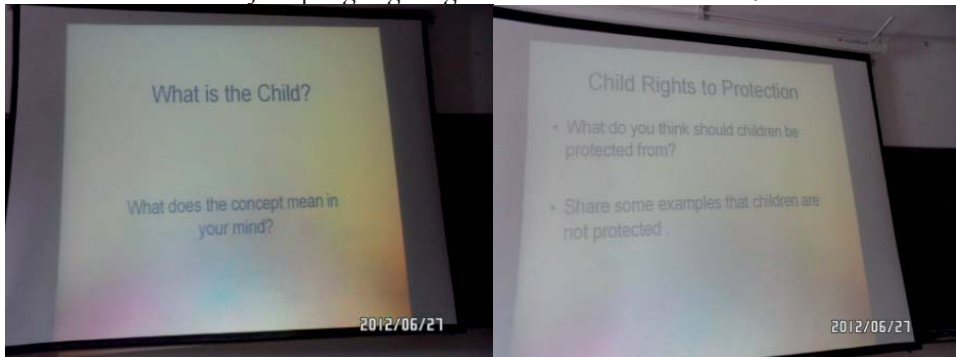
Given that most of the students are not familiar with the CRC, we reiterated it and tried to relate it to their own childhood experience so that they can see that from the perspective of the children.

Borrowing from what we learned at Lund, we instructed students to think about the characteristic of the child. At first quite a few students thought that children cannot think for themselves. After we used examples from childhood experiences and discussed about this, more realized that children can think for themselves.

As for "what rights do you think children should have? " Students are quite active in expressing their own ideas. Some of their ideas are among the CRC. After we listed some articles from CRC, they looked excited when they found their ideas are similar to the official CRC and their interests are raised and don't feel that CRC is something too big and far away from them.

3P:s are elaborated with examples in their own childhood experience. Much attention is paid on participation. As for why children need to participate, students offered some ideas like "if they can't participate, they will feel they are not important"; "They will feel neglected if they can't participate" and "They have a sense of belonging if they can participate".

As for "In what areas of children's lives can participation be applied?" we elicited some answers like: the classroom design, the teaching content, the form of homework. Using their own ideas, we tried to get them to relate this to the upcoming practicum (teaching practice as we used before at Lund) and think of the areas that they can implement participation.

> At the end of the lecture students got an assignment to do during summer vacation (July 16th –August 26th). Students need to collect some websites concerning child/child rights/child issues. Students need to collect materials about any aspect/issues/situation they are interested in child rights and they need to make a poster board during the first two weeks of the new semester which starts on Aug 27th.

The following pictures are from the poster board made by students of 2009.

Activity 2: Discussion with students of 2009

At the end of August we had a brief meeting with the target group of students. During the meeting we discussed with them about how they can implement participation and protection during their four months of internship at the local schools. Students are encouraged to implement the CRC during their internship in their classrooms and to talk about CRC with their colleagues. Students are suggested to wear the "child rights glasses" to observe the real life situation in classroom and school. They are suggested to prepare a Child Rights-in School-and-Classroom note book to take down what they have observed (collect cases) and their thoughts about it. They are requested to write a reflective report on the implementation of child right in the context of classroom and school at the end of their internship. We give students our email addresses and phone numbers for them to communicate with us.

Activity 3: Workshop with target students

We discussed with students about the outline of Chapter One (Approaching Child Rights Convention) of our teaching material and worked out the content of this introductory chapter.

We learned together with target students Section 2 and 3 in Chapter six in the book *Changing Childhoods*. We discussed about the concept of participation and different views of participation and discussed about how they can implement this concept into their teaching both now and in the future. We discussed on the ways to *Listening to children*. Selections from this chapter were made and students were assigned to translate them in groups.

> We plan to have a translation workshop on the selected materials from Chapter Six, *Changing Childhoods* at the end of November 2012. But things changed. Because most students were doing their internship at local schools and we could not gather them. So we canceled the translation workshop.

Activity 4: Students observing child rights related issues at their local schools and writing reflections

> We asked our students to observe any phenomena/things related with participation and protection of Child Rights at their local schools during their teaching practice from September 2012 to December 2012. They were also asked to prepare a notebook to collect cases and write their reflections on them. These cases and reflections from students are to be used in producing teaching materials.

4.2. Activities at TVC

Aihua Zhang and her CRC partners in TVC carried out various activities which take place among students and teachers.

1. Obtaining the approval of school leadership

After returning from Sweden, I devoted my time and energy to start the project in TVC. First, I reported all the contents of the project and special trained ways and my own reflection in Sweden to my leader Mr. Guan and Mrs. Kathy, who are in charge of teaching in TVC and in teachers' training faculty. To ensure the project to go smoothly in TVC, I had to get support from Mr. Guan, Mrs. Kathy and some key persons related. So I submitted a project implementation plan and discussed the details of the plan with some key persons related.

Zhang Aihua is talking with Mr. Guan, her leader at TVC

2. Activities with students

According to the schedule of my plan, various activities, involving both students and teachers, were carried out to ensure a good start of project, and expected results were achieved.

2.1 Students' questionnaires

In the middle of June I delivered questionnaires on the basic information of CRC especially protection and participation to 30 students. After two weeks all the answers were collected up. Data was processed and analyzed. According to my own reflections over the answers of questionnaires we can make teaching plan for CRC course for the target students next term.

2.2 CRC education to freshmen

In accordance with implementation plan, a preliminary CRC education was given to freshmen shortly after they entered the college. Ms. Liu Haihong was invited to give a brief introduction of what CRC is about and how we permeate the concepts of CRC on our everyday study and teaching. I introduced our English majors in all aspects. The students and some related teachers had a warm discussion in groups on two topics of **what a qualified teacher is for students** and **what a top student is for teachers**. Some students and teachers gave presentation in the front of classroom. Participatory teaching method was applied in the process, which aroused their great interest. In this way the freshmen in our major were given a preliminary understanding of CRC, especially the importance of participatory.

Mrs. Cathy is giving lecture on CRC

Students' activity on CRC in classroom

Students and teachers' activity on CRC

2.3 Introduction of CRC articles to target students

The teachers continue to introduce some articles of CRC and what has been done in these years in child right protection and participation in Inner Mongolia and in our country, especially what TVC is doing in terms of CRC. The teachers also emphasized that the students should not only be familiarized with the concepts of CRC, but also keep in mind the responsibilities of disseminating the concepts to the children they will be teaching after graduation. After the teachers' repeated infusion, most of the students in target group remarked that they have realized the importance of child right protection and participation and will proceed to spread the CRC concepts to others, especially to their future students and parents.

3. Teachers' activities

Change agents in TVC exerted great effort to encourage more teachers to take part in the project, especially to do some changes in classroom teaching.

3.1 Choose 20 young teachers to participate in the project

At the beginning of July, to get more teachers motivated in the project and spread the participatory teaching method in TVC, with the help of leaders ***20 backbone young teachers*** from 10 different majors were chosen to be the first undertakers of participatory teaching method in their classes. For this purpose, Mr. Guan and other leaders related had an important meeting. At the meeting Kathy introduced the project of CRC and its relation to our college. Lv Lan introduced the participatory teaching method in English class and his reflections after applying the method and I delivered questionnaires to the 20 trained teachers and explained my next step work on the project. Mr. Guan assigned responsibilities to his subordinates and was going to check their performance periodically and he also decided to set up a project research topic on the promotion of participatory teaching method.

Meeting with 20 young teachers from TVC

3.2 Questionnaires to the teachers

As said before, a questionnaire was designed and distributed to 20 trained teachers, aiming at investing the view of teachers regarding protection and participation especially participatory approach teaching in and outside classroom and understanding the concepts of CRC. 17 teachers answered the questionnaires in the summer vocation. Data was processed and analyzed. Most teachers just have simple understanding of CRC. Twelve teachers thought that teachers should be the center in the classroom because they have larger classes in number, which means not every student can enjoy the rights equally, so how to ensure every one of them participate actively in classroom management is one of challenges they are facing. Only 5 teachers thought it was important for students to participate in teaching and learning. In this case, it is necessary to change the teachers' concept and reform the traditional teaching method to change the situation of the students' passive reception of the knowledge.

3.3 The launch of participatory teaching method at TVC

To improve the classroom teaching quality and promote the healthy development of students the college leaders decided to spread the participatory classroom teaching in whole college.

On September 3rd, all the trained teachers and leaders related in different majors participated in the launch of participatory teaching method in TVC. A formal college document—The Implementation Plan on Participatory Teaching in TVC was issued. Mr. Guan hosted the meeting and had an important talk on the implementation plan. The plan, with its duration from 2012 to 2014, is overall divided into two big stages: One is to spread the participatory teaching in classrooms in different majors including teachers' training, teaching practice instruction, classroom teaching observation, organ-

izing model classes, the other is to set up the research subject project on the topic of The Promotion and Application of Participatory Teaching in Higher Vocational Colleges which consists of 10 sub-projects of different majors.

Launch of participatory teaching method in TVC

Red-letter Title Document for implementing CRC in TVC

3.4 Training lecture to the teachers

Ms. Sun Shufen, who is the headmaster in No.11 middle school in Tongliao which is a pilot school in China in Basic education curriculum reform, was invited to give a training lecture to the teachers and all the persons related. No.11 middle school began their teaching reform in 2008. Their teaching ideas are to let students happy to learn, eager to learn, learn how to learn and have critical thinking. Their typical learning mode in classroom is group cooperative study which is in line with the core of the implementation of the new curriculum in China: Let students participate in teaching and learning. Now with the leaders and teachers' hard work, No.11 middle school has had the desired effect.

The contents of Ms. Sun's lecture in our college covered: a. Teacher's role in teaching and learning; b. How to organize a class in order to encourage students to participate actively; c. How to evaluate teaching result.

Ms. Sun's lecture on participatory method

3.5 Pay a school visit to the pilot middle school in Tongliao

In the middle of October the trained teachers and some target group students went to No.11 middle school to observe their typical classroom teaching with CRC glasses. After returning teachers and students had a discussion on teaching method and some concepts of CRC. Wang Lan and Yan Zhe, two English teachers from English educational major, gave two model classes to the trained teachers. Then the trained teachers tried to apply the participatory teaching method to their classes.

3.6 Observing classes, giving advice and instructions and discussion with teachers

Ms. Kathy, Lu Lan, some leaders related and I will go into classrooms to observing classes and discuss with the teachers on the teaching method. In November some best teachers and best model classes will be chosen and the best model classes will be shown to the other teachers to spread the participatory teaching method.

Activities at TVC after the Progress Workshop in South Africa

Since December last year with the confidence and reflection after South Africa , relevant work has been carried out in three aspects of in-service teachers' training , pre-service teachers' training and research project on participatory approach in TVC.

Activity 1: In-service teachers' training on participatory teaching

After returning from South Africa the relevant leaders and CRC change agents began to observe the backbone teachers' classes in different majors in TVC. The situation was not optimistic. Participatory teaching was still lightly understood by most teachers and changes only remained the surface of the form and the connotation of a lack of participatory. In response to this reality, plenty of patient instructions, guidance and support from agents and relevant leaders were given to backbone teachers. At the end of last year the headmaster in No.11 middle school in Tongliao which is a pilot school in China in Basic education curriculum reform, was invited to give a training lecture to the backbone teachers on participatory teaching and afterwards all the backbone teachers and the related leaders were organized to go to No.11 middle school to observe their typical classroom teaching. After that the teachers and leaders related had a discussion on teaching method and some concepts of CRC. In the meantime, the model class and training course were given by change agents Ms. Liu Haihong and Zhang Aihua to the young backbone teachers in different majors. Through arduous efforts, the teachers have received different degrees of achievements and reflections. Another thing worth mentioning is that through the activities of teaching above I got a lot of first-hand information and materials on participatory in and out of class which can contribute a lot to our CRC teaching material compilation that is the outcome of our batch.

Observing the typical classroom teaching in No.11 middle school

The model class was given by change agent Ms. Hang Aihua
to the young backbone teachers in different majors.

Activity 2: Pre-service teachers' training in Teachers' training faculty in TVC

The students from Teachers' training faculty are future kindergarten and primary teachers, who are should be trained so that they can have the awareness of children's rights and make them know what they should do to protect children's rights and what they can't do in case of violations to children's rights. In March 2010, Lv Lan, change agent from 11 batch, chose one class of English major as a pilot class to which he applied participatory teaching. In 2011 CRC course was introduced to the curriculum schedule as a public compulsory course in Teachers' training faculty in TVC and in 2012 two classes from pre-school education were chosen as experimental classes to have CRC course. This year, all classes of 2011, including pre-school education major, English major, Chinese major in Teachers' training faculty began to have CRC course.

The course is a highly practical course, to adopt a practice-based performance evaluation of inspection methods, practice, 60, 40 theory exam. After understanding the purpose and meaning of the convention, combining current situation of education in China the students were led to have discussions in groups, to perform what they had ever experienced in school, to debt some educational phenomena and state some unfair educational methods. Through the training like this, the students' awareness of children's rights was improved and better understand CRC as well as its significances. With CRC concept embedded in their mind, our students began to make their own project plans which they would implement in primary schools when they practice teaching there. After they return from practice bases our students would hand in their final reports according to the project plans as the part of the final grade of CRC course. In CRC class and during paying visits to the primary schools in Tongliao where our students were practicing teaching I learned many cases on the local present education from

our students , primary school teachers and parents, which are very helpful for our CRC teaching material compilation.

Students' performance in CRC class.

The student was implementing CRC in primary schools when he practiced teaching there.

Activity3: Research project

The research project titled On the Study of Popularization and Application of Participatory Approach in Vocational College was set up in July last year in our college, which was submitted to a five-year for 2011--2015 Higher education scientific planning inner Mongolia Autonomous Region for project approval. 26 courses were chosen from 10 majors as the application objects on participatory teaching approach. A series of activities have been carried out after setting up the research project, such as organizing the members of the project research went to the pilot school to study the

advanced experience on participatory approach, having all kinds of training lectures to make teachers to better understand the significance of spreading participation teaching approach and to improve the ability of application in classroom teaching ,applying participatory approach to the classroom teaching based on the characteristics of different subjects and all sub-subjects are being conducting independently based on the different characteristics of subjects.

Setting up the research project titled "On the Study of
Popularization and Application of Participatory Approach in Vocational College".

After efforts for nearly one year our research work has achieved initial results. At June 14, 2013, we held a meeting about the results of the promotion and application of participatory teaching method in Higher Vocational Colleges. The persons in charge of 10 subjects reported their main work and their research achievements and the next step work. We all had the common view about participatory teaching method. The participatory teaching method has been applied to 26 courses. The teachers and students have high enthusiasm, and it has improved the professional quality of teachers and the participation of students. 10 subjects have achieved initial results, and they all have shown their successful results and reflacti0ns at the meeting, so it has laid a good foundation for the popularization and application of the participatory teaching method in our college.

The meeting about the results of the promotion and
application of participatory teaching method in Higher Vocational Colleges.

5. Results

1. A CRC poster was made by the target group of students and shown at the Teaching Building for a month at IMNU. On the poster the students give a brief introduction about CRC and list some examples concerning child rights in our daily life. They try to raise the readers' interests and awareness by putting some pictures they collect. By making the poster, the target group of students get better understanding of CRC

2. 10 students from IMNU did social investigation report on child rights issues. By writing the report they have a better knowledge of people's understanding of child rights and the problems existing.

3. From phone call communication we learned that some students from IMNU are doing their internship using more student-centered teaching approach.

4. Outline of Chapter one is made. We will offer materials to the students and involve them in the process of writing this chapter.

5. At TVC the target students' awareness of CRC in classroom teaching is highly enhanced and they are eager to practice it in their teaching practice next year.

6.

7. The leaders and teachers' awareness of CRC in the management and classroom teaching is increased.

8. The participatory approach will become a prevailing teaching method at TVC.

9. At TVC we started to try to have CRC course in one English major class in 2010, two pre-school education classes in 2011 and eleven classes in Teachers' training faculty this year! The course of CRC-IN classroom is welcomed by our students.

10. We have had the periodic results of participatory approach in classroom teaching, research project and teachers' training.

11. Although teachers have met a lot of difficulties when they were required to do changes in their classroom teaching, some of them were happy to be in the new teaching method and were delighted when seeing the changes of the learning attitude of the students through the training on participatory teaching method.

12. Students' reflections on CRC in the course of their teaching practice were collected by Wei Jianqiang and He Zhiying at IMNU. However, it is a pity that not so much useful information is found in their reflections. It seems that the students are not clear about what they should observe on child rights although we have given them relevant messages on CRC before their teaching practice.

13. So under the guidance of our mentor Per, Wei Jianqiang and He Zhiying decided to give another training lecture to a new group of students, who are going to do their internship at middle schools from September to December, 2013. An observational sheet was designed for their future reflections, and we added more examples about child rights on protection and participation during the lecture so that the students can be more understandable about what they should do. The relevant PPT examples from this lecture will be shown in the appendix 2.

14. Up to now, we have finished the first draft of our teaching material titled *Child Rights and School Education*. We'd better call it the booklet because it is a very concise textbook aimed at all the students who are interested in the issues of child rights. This booklet consists of four parts, namely:

    Chapter 1 —— Approaching UN the Convention on the Rights of the Child (CRC);
    Chapter 2 —— Child Right to Protection in the Context of China's School Education;
    Chapter 3 —— Child Right to Participation in the Context of China's School Education;
    Chapter 4 —— Way Forward Toward Child Rights in education in China

It is our hope that with the help of this booklet, teachers and students at both IMNU and TVC can be familiar with UN's CRC, and their awareness of child rights on school education can also be raised.

6. Discussion and reflection

> Some students' understanding of CRC is limited and they think it is mainly the government's job and they don't see their role in it. We have a long way to go to make them believe that they have a role to play in implementing CRC.

We find that although some teachers showed interest in CRC and promised to help us to disseminate some knowledge on CRC; we haven't yet seen them put some things into practice. How to stimulate the enthusiasm and initiative of the most of teachers are quite difficult. It is a persistent problem.

It is hard to change the traditional teaching concepts. Some teachers, even middle-level leaders, do not have all around understanding of the concept of CRC, so it is not easy to change their traditional teaching mode. Some individual teachers even resist this method. And we need to do further work on how to introduce CRC teaching methods in some professional courses.

> Some schools in which students are doing their internship don't quite understand the meaning of implementing CRC.

> Students are scattered at schools in different areas of Inner Mongolia Autonomous Region. So it is quite difficult for us to supervise and offer guidance to them. How can we involve students in producing the teaching material is a big challenge.

We find that it is of great value and help to mobilize our students in implementing CRC because as teacher trainees, they will work at schools of the very grass root level.

We already have a good start on the project where participatory approach was introduced to different major classes ,research project was achieved periodic results and teachers' training were held. We can't reach the above achievements without the support of our mentor and leaders of different levels. We change agents should commit ourselves to maintain effective sustainability, but we still require the push from our mentor and leaders related.

Compiling teaching materials is a long and complicated process. A lot of work has to be done before compiling related teaching materials: collecting related CRC cases, consulting documents and related books, doing some surveys on CRC situation, and a lot of translation work, etc. Because the two colleges have different levels of students, the teaching and learning materials should also be different.

Last but not least, the promotion and the popularization of CRC should be based on Chinese educational condition, cultural tradition and the specific situation of our school.

7. Way forward

1. Strengthen the dissemination of CRC among teachers and students at IMNU and TVC;
2. Get more firsthand material for the future training program for teachers and students at IMNU and TVC;
3. Trial use of the teaching material in the newly approved elective course called "Child Rights Protection and Class Teaching" at IMNU in the new autumn semester of 2013;
4. Gain feedback from other change agents in Inner Mongolia for this teaching material;
5. Promote inter-school collaboration in terms of teaching material production
6. Establish cooperative relationship on CRC with a local primary school.
7. Revise the teaching material based on the feedback from users and teachers.

Appendix 1:

How to use CRC-glasses at school and in the classroom? --- The observational sheet designed for teacher students:

1. Do teachers often smile and talk with a friendly voice to the children?
   Yes   No
2. Do teachers actively listen to the children?
   Yes   No
3. Do teachers lower themselves down to their eye level when talking with children?
   Yes   No
4. Do teachers call the children by their names?
   Yes   No
5. Do teachers help the children resolve their problems in a positive manner?
   Yes   No
6. 6. Do teachers treat children fairly, equally and respectfully?
   Yes   No
7. Do students respect each other?
   Yes   No
8. Do students respect teachers?
   Yes   No
9. Are classrooms and surrounding areas safe and clean?
   Yes   No
10. Does daily class schedule include activities for small groups?
    Yes   No
11. Are students spending more time doing activities than sitting and waiting or listening for lectures?
    Yes   No
12. Can students choose different activities for the daily class schedule?
    Yes   No
13. Are teachers interested in what the children do and need for their study?
    Yes   No
14. Do teachers improve their teaching techniques and activities by using proper resources?
    Yes   No
15. Do students within and out of the area have the same opportunity as each other?

Yes   No

16. Does each classroom have enough material for different activities?
        Yes   No

17. Is water available for those who do not bring water from home?
        Yes   No

18. Are there places for students to wash their hands?
        Yes   No

19. Do teachers say "good bye" to students before they are going home?
        Yes   No

20. What rights do you think should children enjoy at school?

Appendix 2:

Some PPT examples from the second lecture:

What do they need?

Four Basic Rights for Children

Right to Provision   Right to Development

Right to Protection   Right to Participation

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COLOMBIA

The Right to be different - Cultural heritage concepts in the classroom as a way to build a diverse cultural identity

Ilona Murcia Ijjasz, Alejandro Calderón Uribe, José Alexander Hernández López

Introduction

Colombian constitution of 1991 claims that this country is multiethnic and multicultural; therefore the law recognizes the rights of the citizens to develop their own culture, religion and language. Nevertheless it has been a hard work to popularize this ideology Colombian people that have traditionally been separated by internal wars, gaps between the very rich and the very poor, and a serious lack of respect for the differences. Another problem is the violence towards the children, especially girls, whose rights are constantly violated. Poor children, Afro-American or from the ethnic groups are constantly discriminated even by other children because of the lack of respect towards the differences in the Colombian educational system.

Cultural heritage, as it is defined by UNESCO, is what we have received from the past, what we take care of in the present and what we want to leave to our children for the future. The cultural heritage is the tangible and non tangible expression of the different people who share a certain territory and it is a collective construction of the cultural identity of a certain place, country, city, town or local community.

Therefore in this project, as it was conceived in phase1, we will address the concept of heritage as a channel to assure the respect for child rights. Heritage recognition may contribute to generate scenarios of tolerance and peaceful coexistence if "the right to be

different" is recognized as such by the various communities that share a territory. The symbols and cultural expressions that represent our diverse identity, and express a multiethnic heritage, have become crucial in order to enhance our sense of belonging and to mitigate the negative impact of the country's internal conflict In this sense, heritage recognition constitutes a tool towards peace and tolerance between different groups in Colombia.

Since UNESCO introduced in 2003 the intangible world heritage convention[1]; and afterwards with the 2005 convention related to diversity, the perception of heritage has broaden, including people as the living part of cultural heritage. Therefore material heritage does not have any value without the people, as it was recognized by the 2007 World Heritage Committee[2]; human communities are the pillar of sustainable heritage, so its material and immaterial expressions can be transmitted   from one generation to another.

This implies the recognition not just of material heritage related to the dominant ethnic or social groups who are in the territory, but also of intangible values attached to other ethnic and local communities. In addition the importance of cultural diversity recognition was also addressed by UNESCO´s Universal Declaration on Cultural Diversity by affirming: "Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies making up humankind. As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature: In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations" (Article 1)[3].

Even the International and national laws have recognize this new concepts of cultural heritage as a tool of the recognition of diverse identities, it has been taught in schools of Colombia as something linked exclusively to material or tangible objects, usually associated to historical monuments (palaces, estate buildings, and churches) and not referred to the spirit of places given by the communities who live upon them and transmitted by the memories of the people and through cultural expressions

The Child Rights Convention article 29 recognizes the importance of cultural heritage and diverse identity: *"The development of respect for the child, his or her own cultural identity, language and values, for the national values of the country in which the child is living,*

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1   Convention for the Safeguarding of the Intangible Cultural Heritage 2003. http://portal. unesco.org/en/ev.php-URL_ID=17716&URL_DO=DO_TOPIC&URL_SECTION=201. html

2   31th session of the Committee. Christchurch, New-Zealand. 23 June - 02 July 2007. http://whc.unesco.org/en/sessions/31COM

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

the country from which he or she may originate, and for civilizations different from his or her own"[4]. Colombia as a state member of the Convention of Child Rights, adopted by the Assembly of the United Nations, has the obligation to fulfill this compromise that is also one of the principles of the national constitution of 1991.

1.2. Relationship between the project and the Child Rights Convention

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

The global Child Rights Convention involves the following main subjects as the principles involved; this is known as the 3 ps.

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

2. Protection: It is related with all abuses that children are submitted when not receiving adequate protection related of their integrality such as social support.

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

The right to be different, to not being exclude because of your language, ethnic origin, or cultural differences relates very much with protection and participation, because the child must be protected, as it is defined in the article 29, so they can developed respect for themselves his or her own cultural identity, language and values, and also because by promoting the participation of children in the construction of a collective identity among other children, will become very important to understand and reassure their cultural diverse identity and respect for the difference, others cultural heritage building a collective identity based in respect for the others.

Why participation? Because it is important to build future and making responsible adults, for not making children invisible, and also the heritage is a responsibility of everybody. As it depends on the context, teachers must get involved because they are the instruments for building the cultural heritage concepts as a way to tolerance.

Other important tool is communication because Communication leads to transformation by learning, recognition and applying good practices.

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4   Child right convention. http://www.unicef.org/crc/

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

International legislation:

- **Child Rights Convention: Article 29** (see above) and the fundamental principle of non-discrimination that affirms: "No child should be harmed in any way for reasons of race, creed, color, gender, language, caste, status at birth or have some type of disability. Freedom of association and right to integrate, to become an active part of society in which they live".
- **UNESCO Convention for the Safeguarding of Intangible Cultural Heritage (2003):** this convention is focused in the safeguard of intangible cultural heritage of communities of state parties of ONU manifested in: "oral traditions and expressions including language as a vehicle of cultural heritage, performing arts, social practices, rituals and festive events, knowledge and practices concerning nature and the universe and traditional craftsmanship" General Provisions (Article 2).
- The Intangible Cultural Heritage (ICH) is understood as a living heritage that is the melting pot of our cultural diversity and its conservation, a guarantee for continuing creativity.
- Particularly important for the development of the project is article 14 of the Convention, called: education, awareness-raising and capacity-building, which provides that each State party would try to by all appropriate means: (to) ensure the recognition, respect and appreciation of the cultural heritage intangible in society, in particular through:

  (i) educational programs, awareness-raising and dissemination of information to the public, and especially targeting young people;
  (ii) educational and training specific programs in communities and constituencies;
  (iii) activities of capacity-building in the field of the safeguarding of the intangible cultural heritage, and especially management and scientific research; and
  (iv) non-formal means of transmitting knowledge;
   (b) keep the public informed of the threats on this heritage and of activities carried out in pursuance of this Convention;
   (c) promote education on the protection of natural spaces and important places for the collective memory, whose existence is indispensable so that the intangible cultural heritage can express themselves.

- As well as article 15 which defines the participation of communities, groups and individuals; In the framework of its activities for the safeguarding of the intangible cul-

tural heritage, each State party will seek participation a widest possible of communities, groups and, where appropriate, individuals that create, maintain and transmit this heritage and involve them actively in the management of the same.

- Similarly, it is relevant to score within this conceptual and legal framework the importance to the theme of the intangible heritage and its protection cultural diversity, from the **2005 Unesco Convention**, thus:
- Article 4 - Definitions
    - "Cultural diversity" refers to the multiplicity of forms in the cultures of groups and societies that are expressed. These expressions are transmitted within and among groups and societies. Cultural diversity is manifested not only in the various forms in which expressed, enriches and transmitted cultural heritage of humanity through the variety of cultural expressions but also through various modes of artistic creation, production, dissemination, distribution and enjoyment of cultural expressions, whatever the means and technologies used.
    - Cultural expressions: are expressions resulting from the creativity of individuals, groups and societies, which have a cultural content.
- **Article 7 of the Human Rights Declaration**: "We are all equal in the eyes of the law and are entitled without any discrimination to equal protection of the law." "We are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination".
- **Unesco. World Heritage Convention (1972):** Adoption of the Convention concerning the Protection of the World Cultural and Natural Heritage. This unique international treaty links for the first time the concepts of nature conservation and preservation of cultural properties, recognizing the way people interact with nature, and the fundamental need to preserve the balance between the two. In this Convention, The World Heritage Committee in 2002 reviewed its strategic objectives and established four overarching goals: Credibility, Conservation, Capacity - Building and Communication. Later, in 2007 The World Heritage Committee adds a fifth C, Community, to its strategic objectives, highlighting the important role of local communities in preserving and maintaining the world heritage.

Relation with Millennium goals

- **Goal 1 of the Millennium Goals**: Eradicate extreme poverty and hunger.
- **Goal 3 of the Millennium Goals**: for 2015 all the children must be able to finish basic school.
- **Colombians related goals for the Millennium**
- 100 per cent of the basic education and 93 per cent of secondary education.

National legislation:

- **Colombia of the Constitution of 1991**, in the article 70, define Colombia as a multicultural and multi ethnical nation, as a very strong change towards the previous Constitution of 1886 that declare Colombians as being part of one race, one religion and one language, recognizing the right of the citizens to be part of different ethnical groups, to have freedom of believes, and to speak in their mother language, not only in the official Spanish language.

- Article 68, N. 5, the indigenous, the afro Americans, the rom people and every single ethnical group has the right to have an education that respects and developed their cultural identity

- The Congress of the Republic of Colombia approved **the Child Rights Convention**, the 20th of November of 1989. Colombia was able to adopt this convention through regulation number 12 on January 28th of 1991[7]. Since then, this law demands the nation to respect and carry out what was established by the Assembly.

- **National Law of Culture** (397 / 1997): which establish the norms over cultural heritage, promotes incentives to culture, and the Ministry of Culture creates.

- **The Law of Cultural Heritage** (1185 / 2008) which modifies article 4 of the General Law of Culture of Colombia 397 of 1997 which promotes the protection and safeguard of cultural heritage of Colombia.

- **National politic for the safeguarding of Intangible** Heritage (2008): that regulates the safeguarding of intangible culture heritage of Colombia[

- **Intangible cultural heritage decree** (2941 / 2009) , which modifies partially the General Law of Culture of Colombia 397 of 1997 modified by law 1185 of 2008 , which sets the guidelines for the development of the Special Plans for the Safeguarding of intangible cultural heritage.

- **National Law of Education** (115/1994): based on the principles of the National Constitution concerning the right to education for all individuals with freedom of teaching, learning and researching[5].

- **National Law of Childhood and Adolescence** (1098/2006): ensures the proper development of children, girls and adolescents to grow within a family and community in an atmosphere of happiness, love and understanding. Article 30 of the Law mentions the right of children to be recognized, respected, and to promote knowledge and experience of the culture to which they belong[6].

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5   National Law of Education (115/1994). http://www.mineducacion.gov.co/1621/articles-85906_archivo_pdf.pdf

6   National Law of Childhood and Adolescence (1098/2006) http://www.cinde.org.co/PDF/codigo-infancia-comentado.pdf

1.4. Baseline: Taken from the notes from batch 12

Over 41.5% of Colombia´s total population is children; this means that 16.800.000 inhabitants are less than eighteen years of age and 15 % are children of less than 6 years old. From this statistic 6.5 million do not reach their basic needs and 1 million of them live under extreme poverty conditions. Three million children do not have access to health services, two million are employed and 1.5 million do not have access to education. The main causes of scholar desertion are attributed to the following four main factors: bad economic situation (53%), issues related to Colombia´s internal conflict and violent displacement (33%), bad infrastructure of educational establishments (21%) and girls who get pregnant or married (21%).

The General Law of Education of Colombia (law 115 of 1994) and the Law of ethnic minorities of Colombia (law 70 of 1993)[7] states that indigenous and afro descendant population have the right to receive education from an ethnic perspective, which means, to receive education based upon the basis of culture, language, and tradition. Nevertheless, children of ethnic minorities lack of a proper educational system that is based upon their own culture and realities. The alarming statics mentioned above reflect the lack of respect for the right to children's education. In this sense, reality has shown that few teachers have implemented ethno educative pedagogies and those teachers who don't belong to the same ethnic community were they teach are not able to strengthen the local intangible heritage of ethnic communities.

Bogotá has become the main destination of vulnerable family's product of the internal on going war since the past fifty years. More and more people migrating from their places of origin to survive come to Bogotá, even in another cities or urban areas, to escape death threats and to start building a new future. Thus, the city is for many, the possibility of a new life that offers the choice of a place where they can find a productive and economic activity strong enough and able to generate resources to access basic services and decent housing. This is creating a new common cultural identity and therefore a new concept, knowledge and understanding of the cultural heritage of Bogotá.

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

1.5 Structure

General background

The Program: Cultural Heritage in the classroom is composed by two projects: the "Cultural Heritage Box" and "Recognizing our cultural identity in classrooms". The first project has been completed in association with the Ministry of Culture, the Ministry of Education, the Mayor´s Office of Bogotá and the support of the Association of Superior Normal Schools of Colombia.
The second project is composed by three phases. The first phase has been concluded with the Ministry of Culture of Colombia, Mayor´s Office of Bogotá and the Swedish International Development Agency.

SIDA Background. Project developed by Batch 12.

Name of project: "Recognizing our cultural identity in classrooms"
Expected outcome: To enable children and especially vulnerable student's victims of the armed conflict in Colombia in the recognition, value and enjoyment of their cultural identity.
Reflections derived from the first phase:
After having carried out the workshops with students, the strategy identified which was more convenient methodologically to promote critical thinking on cultural heritage upon students was by working collectively by using social cartography.

1. Frame of reference
The project: " **RECOGNIZING OUR CULTURAL HERITAGE AND DIVERSE IDENTITY IN CLASSROOMS IN BOGOTÁ**" is a joint initiative by the Cultural Heritage Institute, from the Mayor Office of Bogotá, the Ministry of Culture with the support of the Ministry of Education, the Association of Superior Normal Schools of Colombia, the Swedish International Development Agency SIDA, and Sierra Morena School in the locality of Ciudad Bolivar. It was developed in a first phase by Marcela Jaramillo, Andrea Carolina Jaramillo y Juan Camilo Gaviria, from batch 12. The formulation of this second phase has been a joint work between the first phase team and Alejandro Calderon, teacher in Sierra Morena, José Alexander Hernandez from the Ministry of Culture and Ilona Murcia, who was the Sub director of the Cultural Heritage Institute of Bogotá, and now working as the Secretary of Culture in Villa de Leyva.

The long term purpose of the first and second phase of the project, explained in this document, is to stimulate autonomous dynamics and participatory social and cultural factors that contribute to the construction of a multiethnic and multicultural state of

right in the Colombian children, through the inclusion of the cultural heritage concepts in the classroom.

Purpose

To include the cultural heritage concepts in the classroom as a way to build a diverse cultural identity.

Methodology and activities

The methodology and activities developed in this phase by Batch 16 are based in those which were done by Batch 12. Besides, were supplemented with other exercises and workshops. The model of methodology is based in the strategy ¨Training trainers¨, as a way to involve teachers who will apply the workshops, activities and exercises into their classrooms.

The designed methodology by Batch 12 and Batch 16 could be improved and also strengthened by teachers, depending on the context where they could apply it.

One of the main aims of the project is show how heritage could be a methodology to teach subjects such as geography, history, arts, and also a way to create good relationships and social networks between students who come from different part of Colombia or different cultures.

<u>Expected outcome:</u> methodology is designed for the inclusion of the cultural heritage concepts in the classroom.

Outcome results: methodology designed for the inclusion of the cultural heritage concepts in the classroom.

Expected Output 1: methodology is designed for the inclusion of the cultural heritage concepts in the classroom.

Outcome results:

Activities:

1.1. a. Activity: Concepts were identified

Concepts of memory, nation, territory, community, culture, heritage and identity

Background of the pedagogical tool: the cultural heritage box

Background of the methodology by Batch 16: Cartography.

1.1. b. Activity: Team / teacher is identified

See target group identified

1.1. c. Activity: Tools were designed

Through the adjustment of the final version of specific pedagogical tools to teach the teachers how to apply the social cartography methodology and others in their classrooms, using all the information and work that has been advanced by the first phase group (M. Jaramillo, C. Jaramillo, and J. Gaviria) and the results of the work of batch 16.

The final version of pedagogical tools for the children were designed in order to help the teachers to promote the understanding of cultural heritage as a vehicle that can promote scenarios of peaceful coexistence, working with the teachers and the first phase group as a net.

Teachers of social sciences and art in the schools were trained in the implementation of the pedagogical tools in their schools.

1.1. d. Activity Workshop was designed

The contents of the workshops were:

a) Concepts of memory, nation, territory, community and identity

b) Background of the pedagogical tool: the cultural heritage box

c) The importance of social cartography to understand cultural identity in the territory by mapping the past, the present and the future.

d) The use of pedagogical tools in order to train other teachers,

e) The use of pedagogical tools for children.

f) The use of the communication tool.

1.1. e. Activity Schedule was set

Expected Output 2: methodology is applied in the classroom for the inclusion of the cultural heritage concepts.

Outcome results:

1.2. a. Activity Workshop is applied.

1.2. b. Activity Tools are used.

1.2. c. Activity Workshop is adjusted.

1.2. d. Activity Tools are adjusted.

1.2. d. Activity Conclusions are done.

Expected Output 3: Spaces of sustainability are identified

Outcome results:
1.3. a. Activity Schools were identified to apply the methodology
1.3. b. Activity Financial ways were identified.
1.3. c. Activity Political arena was identified.

Implementation:
20 teachers from public schools in Bogota and 65 in other cities in the area of social sciences or art were trained in the implementation and application of the pedagogical tool.

Monitoring in the future:
After the culmination of the training workshops 20% of the participants will be chosen to undertake visits. The purpose of the first visit will be to observe how the trained teachers implement the tool in classrooms and the second visit will consist on interviews to the children to identify if cultural identity is being respected and valued in the classroom.

Evaluation planned:
Using the evaluation system and the indicators of success for the pedagogical tools, measure the efficiency of the pedagogical tools.
Through a SWOT (strengths, weaknesses, opportunities and threats) matrix the project will be evaluated in the final phase after its implementation. The results will be used as input for the implementation of the tools in a national level in seven regions of the country affected by internal conflict.
An evaluation format will be elaborated and distributed among the directors and teachers of the schools chosen for the monitoring process. This will give valuable information to know if the tool reaches the objectives.

Stakeholders
Group a)
Ministry of Culture - Division of Heritage
Cultural Secretary of Villa de Leyva, Boyacá.
Sierra Morena school - principal and teachers.

Ways of communication with Group a) - through direct work, workshops and emails.

Target groups
Teachers from Ambalema, Andagoya, Arauca, Bogotá, Valledupar and Villa de Leyva who will influence:
Students.
Other teachers.

Results

From the conclusions and the moving forward plan designed in November 2012, the project named "The right to be different" based in the methodologies designed by Marcela and Carolina Jaramillo and Juan Camilo Gaviria, batch 12, there were three identified spaces to continue with the development of Strategy to arise respect between the children towards the cultural diversity in the classrooms; those spaces were Sierra Morena, the original place in which the project was developed in the first phase, also Villa de Leyva, a small historical downtown, and finally a national frame of the cultural ministry through the program of Cultural Heritage Watchers and also in the project called : To include the cultural heritage in the classroom.

2.   Designed methodology
To create an appropriate methodology we designed a strategy in order to involve teachers, students, fathers and part of the communities in this process. We are aware that the methods identified, designed and applied are not the only way to aboard the cultural heritage as a vehicle to build a diverse cultural identity, even it was fed back and enriched by teachers.

The following methodologies were designed:

- Cartography: Mapping and drawing social cartography lets understand which places, people or activities could be identified as a life experiences, day situations, customs and relationships with other social groups. Beyond this, the activity of the Cartography showed how the heritage culture is related with subjects such as geography, history, art, etc.
- My relationship with cultural heritage: Using a personal item (picture, book, toy, etc.) that means some important or lets remind a person or a moment special in their lives, is a method that show the relationship that we all have with cultural heritage.
- Matrix of cultural heritage: including concepts about heritage, culture, memory, territory, nation and community, was done the following matrix as a way to address, understand and identify some activities to work in the cultural heritage:

Name of some cultural heritage item	Why is it valuable?	How can I make it known?	How can I make to preserve and maintain?

The matrix above allows identify what students or teachers recognize as a cultural heritage, likewise detects ways to know why is valuable for them, how show it to the community and how preserve it for the future generations.

- **Book ¨Introducing young people in the care of cultural heritage":** This tool that was done to be used by teachers in the classroom. It contains concepts of memory, community, territory, heritage and culture, and also activities to develop with the students.

Applied methodology
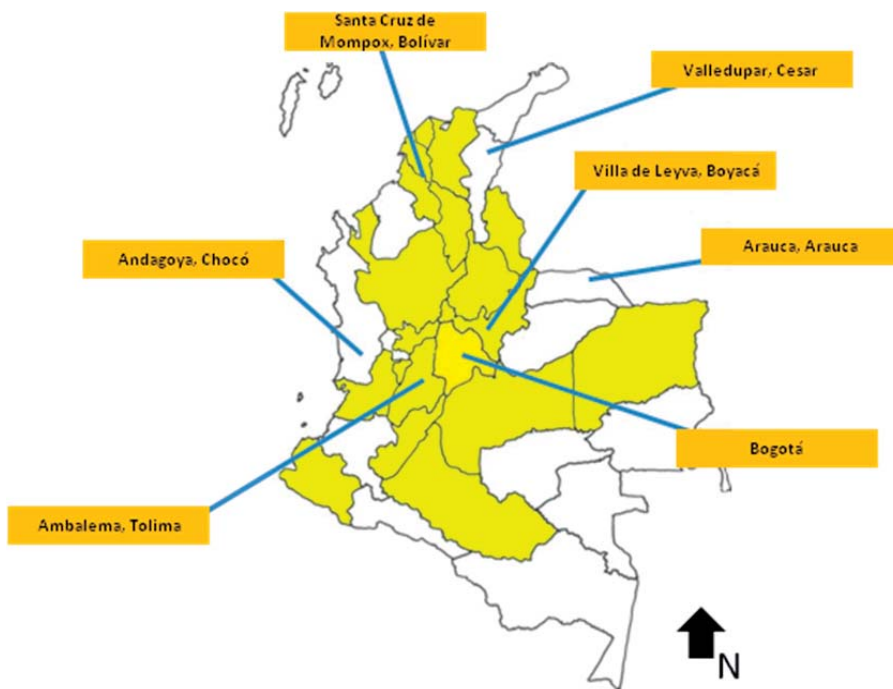
Cities and towns where the methodology was applied.

Sierra Morena School, Bogotá

Children from 6th grade in Sierra Morena, afternoon shift (Branch D)

First we have applied 3 workshops with 20 teachers in Sierra Morena from the 4 branches of the school, those who are working with 4 to 6th graders, thus:

In the first workshop we discuss and refresh some concepts about C.R.C (Child Rights Convention) and after observing some gaps in the information they have, we started to train them about it in a dynamic activity that made them mingle each other, and in the 2nd and 3rd they worked about cultural heritage, culture, memory, nation, etc. there, they could evidence what we want to do with children at school, so the idea is by using this training that teachers apply what they have seen in the workshops an start a process with those students who come from the villages, towns or other places in Colombia in order to avoid bullying and discrimination. Here were applied as methodologies: Cartography, My relationship with cultural heritage and also the Matrix of cultural heritage.
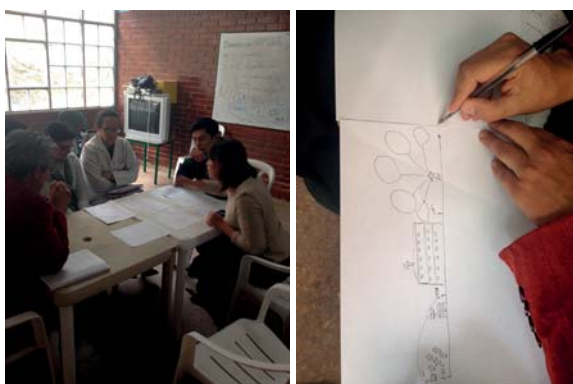
Cartography. Workshop with teachers of Sierra Morena School. 2012.

Beside this we have contacted an N.G.O that has been working with poor communities in Ciudad Bolivar locality near the branch I have been working, they are "Ojo al sancocho", they produce independent films in Bogota and they are participated in many festivals abroad, they work with the ICES school, where they have their main office to produce, documental, short movies, animated movies, etc. It was possible through the contact done by the teacher and colleague Leonidas a teacher of social studies, now I am working with a group of 20 students from 5 to 9 grade from the branch D (where I work) and we work together with the N.G.O in order to produce a film that show the main problems they have to face every day in the, neighborhood, city and especially at school.

Villa de Leyva, Boyacá

In the second scenery planed, the project was developed in Villa de Leyva, which is a town located at 140 kilometers from Bogotá, Colombia´s capital city. The total population of the town is 15 027 inhabitants, 8000 in downtown and 7000 in the countryside. From this population 2604 are children in the school system, most of the in the primary school.

Villa de Leyva is a very special city; it has a historical downtown area, named Cultural Monument of the Colombian Nation and that has become a very important tourist destination but also the place in which the rich people from Bogotá come to retire or have a second home for the weekends. This has produced a mixed society conformed by people who were born here but also from many others who have come to live here because of the touristic business or because they want to have a different kind of life from the one they use to have in the big cities. This has produced a multicultural society in which villaleyvanos (people born in the town) grow up in the same school with children from all over the country but also with lots of Europeans, especially French people that have built here their home. Never the less the construction of multicultural societies is not an easy issue; people who were born here resent the presence of the new incomers and sometimes the new incomers do not appreciate the local culture or the inhabitants.

Also one of the conclusions of both the social and cultural diagnosis is that this multicultural presence has many problems especially for children who go to school and suffer from bulling due to cultural differences. Some of them react violently towards the other pupils in school because the new incomers do not know the meaning of the cultural symbols or the uses and ways of doing things in the city. Therefore the cultural secretary, the social welfare secretary in charge of the education policy and the directors of the two public and the two private schools in the downtown of Villa de Leyva, worked together with the change agents team of batch 16 to produce a general project for the implementation of the strategy to arise respect between the children towards the

cultural diversity in the classrooms using the celebration of the 441 anniversary of the foundation of the city as an excuse to worked all together, the rich and the poor, the people born in Villa de Leyva and the new incomers.

The project was made with the help of the schools but as it was a common project for all it was worked in the Municipal Theater and in the Public Library, with groups formed by children from the different schools, according to their interests. It was directed to children from 9° to 11° grade, and we worked from April 22 to June 10.

The structure of the project was:

1. Week one – Training the teachers who worked with us in the methodology designed by batch 12 and the methodology of batch 16, design of the workshops, design of the final products expected.

2. Week two - Working in schools to explain children from 9° to 11° grade the meaning of the project "The right to be different", and as it was a volunteer work for the pupils getting to know the ones who were interested.

3. Week 3 - With a group of almost 50 children from the 4 schools of Villa de Leyva and some teachers and volunteers from the civil society we started the work with 5 days dedicated to the general frame of the children´s rights, cultural rights, multicultural identity concepts, investigation methodologies and the application of some exercises from the methodology designed by batch 12 and 16. In these sessions it was decided to work especially in the methodology of the Family Album, a recollection of memories from older people made by the children – oral, written and in pictures- as a way to implement the respect between the children towards the cultural diversity.

4. Also as a parallel project the music school Santa Maria de Leyva, started the same process by investigating about traditional music from this region and from other regions, which has not been played for many years to prepare a concert as a way to implement respect between the children who study music.

5. Week 4 to week 6- Division of the children according to their interest in three different groups. We started working with the family album methodology as a research method by recollecting old photographs and taking new pictures from the same places that we found in these old pictures, a second group started to investigate oral memories from old people and some of them went to work doing movies and others wrote stories that became short plays for the theater.

6. Week 7 – Once again we worked all together showing results and preparing the celebration for the Anniversary of the city and general discussion of feedback between the teachers and the cultural secretary and the social welfare secretary.

7. June 9° - June 12:   Street exposition of the recollected pictures.

8. June 11° - View in the main square of Villa de Leyva of the movies made by the children.

9. June 11° - Presentation in the Municipal Theater of the short comedies (Cuentos) written and played by the children.
10. June 12° - Concert of traditional music and general results presented in the main square
11. Afterwards we have been working in a general proposal for the incorporation of the cultural rights in the classrooms as a consequence of the good results of this exercise.

Ministry of Culture, National Level: Cultural Heritage Watchers and the project: To include the Cultural Heritage into the classroom

Bearing mind that the Ministry of Culture is an institution that work in all the country, the project ¨The right to be different¨ has been applied in different cities and towns. According to the fifth C, <u>Community</u> as a strategic objective established by Unesco, the Ministry is aware that the project allows recognize the important role of local communities, in this case the childhood, students, and teachers, in preserving and maintaining the cultural heritage.

In these sense, the Division of Heritage of the Ministry of Culture as a national level, through the Programme ¨Cultural Heritage Watchers¨ and also the project: To include the cultural heritage into the classroom, developed the following activities thus:

Ambalema, Tolima: There were trained two teachers. They used the cartography and the book in their schools. Some of the results was understood and recognize which places the childhood enjoys. Additionally, the methodologies applied helped to strengthen the relationship between rural an urban students in Ambalema.

Valledupar, Cesar: During a workshop were trained around 50 teachers from Valledupar and other cities in Cesar. Here was used and applied, as strategy, the Matrix of cultural heritage and was shown the Book ¨Introducing young people in the care of cultural heritage¨.
One of the results of this meeting is that was created a social network between the teachers to share experiences about how include and teach the cultural heritage in the classroom as a vehicle to build a diverse cultural identity.

Workshop with teachers of public schools in Cesar. 2013.

Santa Cruz de Mompox, Bolívar: There was a meeting with teachers and principals from 8 schools, and also attended the Secretary of Education and Culture from the Mayor Office of Mompox.

Workshop with the teachers of Mompox, identifying concepts
of heritage, culture, territory, memory and community. 2013.

It was the preamble to the initiative to involve children and young people, from these schools, in the care and enjoyment of cultural heritage in Mompox.

Andagoya, Chocó: Through the implementation of the National Programme "Cultural Heritage Watchers" and the project: "To include the cultural heritage in the classroom",

in Andagoya were trained teachers and a part of community.   Here was used as methodology: mapping and drawing social cartography, my relationship with cultural heritage, Matrix of cultural heritage, and the book ¨Introducing young people in the care of cultural heritage.

Workshop in Andagoya. My relationship with cultural heritage. 2013.

One of the identified projects by them was the consolidation of teams between adults and children to work together, and also some topics related with culture, heritage and customs of Andagoya to be included in the classroom.

Arauca, Arauca: In the implementation of the "Cultural Heritage Watchers" were developed workshops with a focus group from school. This team called "Club Amigos del Patrimonio" and consists of one adult and four teenagers.

They proposed develop a programme towards cultural heritage sensitization which was applied to children in kindergartens, using puppets and workshops where were used the book ¨Introducing young people in the care of cultural heritage.

Workshop in Arauca, Arauca. 2013.   Children from Arauca, 2013.

Discussion and reflection

In Colombia violence has been a common issue along 40 years and Bogota is one of the cities that every day receives hundreds of displaced people from the towns or places where the guerrilla has taken the lands and due to this Children have to move with their families from those places as soon as the illegal groups arrive. Sierra Morena is the name of a large neighborhood and also the name of the school where most of displaced students study because of the armed conflict in some rural areas of our country, the school is located in the top of the hill next to a water tank and a small branch of the Colombian army and it has about 4500 students in 3 shifts and 4 branches.

Thus we have many different situations with the children who arrive to the city forced to abandon their homes and when all seems to be normal, they have to face too many problems, especially inside school due to their condition of displaced children, but fortunately they are not alone, there are many institutions that worked with the school and the school, has to give those children all the means necessary for their normal develop inside it.

Small kids are not sure about where they belong, and despite situation they feel the capital city like a safe place and it is a second home but they miss their homelands and some of them hide their cultural heritage from the other classmates, perhaps they feel they do not fit soon. Nevertheless our environment is enriched with all these bits of traditions that collide forming an unique mixture, with these valuable stories of life, these particular knowledge and all this legacy that comes from the families of these children that suffered displacement could be collected in different events along the year at school and there is a dedicated day when all those experiences from them could be shown as the Colombian fest in I.E.D Sierra Morena, thus you will see dancing, storytelling, sayings, traditional costumes and dishes from every part of the country and by the way of these territories.

Child rights in general, and especially the cultural rights are an important issue in the education of towns like Ambalema, Arauca, Andagoya, Santa Cruz de Mompox, Valledupar and Villa de Leyva in which the construction of a multicultural identity can be hard to obtain, particularly for children that have to go through process of bulling and violence in the classrooms due to cultural differences. And also, there is likely find children that come from rural areas due violence and forced displacement, that means, in the classroom, one place where the cultural diversty exist.

Cultural heritage and its expressions day to day, in small things like food, songs, parties and just in the way to relate to the general social and natural environment are part of the way to build a better society and therefore of a good future for our children. If the teachers at schools do not have the tools to implement respect towards the differences in the classrooms it will be very hard to have a peaceful society.

In conclusion, and according to the implementation of the project: The right to be different, included the participation, one of the 3p's of The Global Child Rights Conventions, shows the possibility that childhood have to be part in the decision making inside their society.

Way forward

After this exercises made with all the teachers in Sierra Morena Bogotá, Ambalema, Arauca, Andagoya, Santa Cruz de Mompox, Valledupar and Villa de Leyva, we are working to continue and enlarge the strategies. Besides, we both, schools and the Batch 16 are working to implement the child rights and the cultural rights through the methodology designed.

Students in a session of film making by Cariolina a teacher
of the N.G.O "Ojo al sancocho"

This methodology must be adapted to the needs of the different schools because rural schools have a different approach to the territory, based in natural heritage and environmental preservation different from some schools in the urban area that are dedicated to Cultural Tourism or to technical education.

Also the children in the different schools of the city are different so every school has its own needs, and therefore the program will be adapted to those necessities. But it is also very important not to lose the workshops with children from different schools as a way to integrate society.

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- Valledupar and Villa de Leyva.
- Final report of Batch 12.
- Introduciendo a los jóvenes en la enseñanza del patrimonio cultural. Bitácora del
- Patrimonio Cultural de la Dirección de Patrimonio del Ministerio de Cultura de Colombia.
- Sierra Morena PEI Institucional Educational Project.

ETHIOPIA

Raising the Knowledge and Changing the Attitude and Practices of Students and Stakeholders on Child Right in Adare Primary School of Hawassa Town, SNNPR, Ethiopia

Abera Argo Lankamo

1. Introduction

This project was intended to increase the awareness of stakeholders in CRC and to change the attitude and practice of stakeholders towards Child Right in Adare Primary School of Hawassa City Administration.

As I understood from the discussion made with previous principal and vice principals of Adare Primary School, the school had been implementing some activities with regard to Child Right provision and protection. These activities include establishing Children Parliament, establishing Child Right Club and conducting some kind of tutorial program for grade 8 students to increase the percentage of students who would pass regional exam. However, the efforts made were not well organized and piece meal. The school was not working in child right participation. Unfortunately, it was also not the focus of this project. However, in the process of awareness raising programs in CRC, it was addressed through different trainings I conducted and through the participation of students in their students' parliament and different academic (especially tutorial programs) and in co-curricular activities. The Gap was identified through baseline survey and I was focusing on filling those gaps through the project.

This progress report consists of seven parts. While part one focuses on introduction, part two deals with Frame of Reference. While part three indicates the purpose of the project part four is about the Methodology/activities. Part five focuses on the monitoring and reflection while part six deals with the results of the project implementation. The Last part focuses on the way forward.

2. Frame of Reference

2.1 Overview of Ethiopia

Ethiopia is located in the Horn of Africa that covers an area of approximately 1.13 million sq. km. Based on the projection of CSA of Ethiopia; the population of the country is estimated to be 84 million making it the third-largest country in the African continent behind Nigeria and Egypt. The overwhelming majority of the population lives in rural areas (about 85%), though growth in urban areas (5.6% annually) is outstripping than in rural areas. The country is divided in to nine autonomous regional states and two city administrations. As a multi-ethnic and multi-lingual country, Ethiopia is made up of more than 80 ethnic groups among which 56 are living in Southern Nations' Nationalities and peoples' Regional State (SNNPRS) where this project took place.

Out of the total population, two-thirds are under the age of 25 years and about a third (34%) is between the ages of 10 and 24. This accounts for the high fertility rate of 5.9 per women per year. Youth, defined here as the population between the ages of 10 and 24, is estimated to be 24 million and expected to be 29 million by 2015 (Save the Children, 2004).

In its desire to bring about national transformation in the shortest possible time, the Ethiopian Government is working hard to realize its vision of making the country as one of the middle-income countries by 2025.

The education system of the country is divided in to general education (which is 8 years of primary and 2 years of general secondary education), preparatory schools (grade 11-12), Technical and Vocational Education (from level 1-5), Tertiary education which ranges from 3-6 years of first degree, 2 years for Master's degree and 4 years of Doctor of philosophy.

There are also colleges, which prepare trainees for different medium level professions. There are 32 Colleges of Teacher Education which train teaches for three years that

would teach in primary schools in the country. There is also Alternative Basic Education Programs for out of school children and children from nomadic areas. Functional Adult Literacy is also conducted for adults of age above 15 years. Students of formal school sit for regional exam at the end of grade 8 and for national exam at grade 10 and 12. Out of 80 languages spoken in the country, 25 are working as medium of instruction from grade 1 to 4 in some regions and grade 1-6 in others. English is given as a subject starting from grade one and is being used as medium of instruction starting from grade 5 in some regions and from grade 7 in other regions. This difference is the results of decentralization in the management of education system in the country where regions are given full autonomy to decide on the management of education system under their jurisdiction.

Starting from 1994 where the New Education and Training Policy was ratified, school age children are enjoying free education up to grade 10 which is considered as general education. Starting from grade 11 the government introduced minimal level cost sharing scheme. The country is striving towards achieving the Millennium Development Goals (MDGs). The goals that are to be met by education sector include achieving Universal Primary Education by 2015 and reducing gender disparity in primary by 2005 and in all levels by 2015. In this regard, much progress is registered. The Gross Enrollment Rate (GER) in primary reached 96.4% where the Net Enrollment Rate (NER) reached 85.3%. The Gender Parity Index (GPI) for this level is 0.94. This indicates that the country is in the right truck to achieve the millennium Development goals with regard to education (EMIS of MoE, 2011)

2.2. CRC in Ethiopia

In Ethiopia, different measures were taken to ensure the provision, protection and participation of Child Right. One of the first measures of the existing government of Ethiopia after the overthrow of the military regime, Dergue, was the ratification of the Convention on the Rights of the Child (CRC). On December 9, 1991 the government of Ethiopia endorsed and ratified the Child Rights Convention (the CRC). In general, after ratifying the CRC, the government of Ethiopia adopted principles of the CRC in the federal constitution which was endorsed in 1995; revised the penal code on abduction, child trafficking and harmful tradition; established the institution of ombudsman; established the Human Rights Commission; improved the Juvenile Justice system; provided new family code that included vital and birth registration; etc.

Among the other articles of this new Constitution, article 36 particularly focuses on the legal protection of children, taking into account the provisions of the Child Rights Convention. The Ethiopian Government also adopted the African Charter on the Rights and Welfare of the Child (ratification proclamation No283/ 2002). This in-

cludes issues of Handicapped Children, Child Labor, Protection against Child Abuse and Torture, Administration of Juvenile Justice, Protection of Family, Parent care and protection, Protection against Harmful and Cultural Practices, Children under Armed Conflicts, Refugee Children, Adoption, Separation from parents, Protection against Apartheid and Discrimination, Sexual Exploitation, Drug Abuse, Child Sell, Trafficking and Abduction, Children of Imprisoned Mothers, Responsibilities of the Child.

The African Charter includes and emphasizes these articles to the original CRC in order to address the special condition of children that need immediate measures in most of the African countries. The ILO convention on child labor (Article 182) was ratified by the government and also taken into consideration in the labor law of the country. Additionally, the Convention on the Rights of the Child was translated into Amharic and other 11 major languages spoken in the country in order to be used for training purposes and awareness on child rights. Child Rights Committees were set up at the national and regional levels to oversee the implementation of the CRC in the country. In the administration of justice, courts are now frequently citing the principle of the 'best interest of the child', which principle is also incorporated in the national laws including the constitution and the family law.

In education system of the country, CRC issues are incorporated in the curriculum and schools are also working for the best interest of the child. Some of the activities done with this regard are abolishing corporal punishment (although it is persisting in some schools), establishing Children Parliament in the schools, efforts to minimize sexual harassment are a few to mention. However, the awareness level of students and stakeholders towards CRC is still low and the attitude and practice towards child right needs change which may help full implementation of the CRC.

Despite the great effort being made by the government of Ethiopia to promote the implementation of child right in schools, their right has been abused due to the following constraints. In the first place, the overwhelming traditional attitude that put children in the sideline is responsible for their poor participation which in turn neglect them in every decision making process among the school community. Secondly, the long held practice of authoritative teaching method and mistreating of children has threatened school children. Moreover, shortage of resource is also a problem in establishing child friendly school. Finally, it is also important to mention the poor handling mechanism of the school community in general and teachers in particular.

Therefore, the intention of this project was to increase the knowledge and change the attitude and practice of teacher educators and trainees at Hawasa College of Teacher Education, principals and teachers in Adare Primary School of Hawassa City towards CRC. This project also aimed to increase the knowledge and change the attitude and practice of students from grade 5-8 in Adare primary school towards CRC by using the above mentioned stakeholders as change agents.

3. Purpose of the Project/Specific Objectives

The Purpose of the project was to increase the knowledge, change the attitude and practice of teacher educators and student teachers at Hawasa College of Teacher Education, principals and teachers in Adare Primary School of Hawassa City towards CRC. This project also aimed to increase the knowledge and change the attitude and practice of students from grade 5-8 in Adare primary school towards CRC by using the above mentioned stakeholders as change agents.

The specific objectives of the project are the following: In the first place, the project designed to increase the understanding level of teacher educators and student teachers on one hand and school principals, school teachers and students of Adare Primary School on the principles of CRC. Moreover, the target of the project was to influence students at Adare primary school to give a due concern to their studies. Furthermore, the project aimed at influencing the attitude of the target groups towards human dignity, child right and gender sensitivity.

Target Groups and Stakeholders of the Project

The primary target groups of the project are teacher educators and student teachers of Hawassa College of Teacher Education (HCTE) on one hand and school principals and school teachers in Adare Primary School. The Secondary Stakeholders are students from grade 5-8 of Adare Primary school in Hawassa City, SNNPRS, Ethiopia. The stakeholders of the project includes: SNNPR Education Bureau and Regional President's Office, the Academic Commission members of Hawassa College of Teacher Education (HCTE), Hawassa City Administration Education Department, Hawassa City Administration, UNICEF, and Human Right Commission SNNPRS Branch.

4. Methodology/Activities

4.1 Preliminary Stage

The successful achievement of a project depends upon the active involvement of the stakeholders. From my past experiences, I had learned that a minor misperception or confusion of stakeholders on a given objective of a project had adverse effect on its implementation. Having this in mind from the very beginning, I thought and designed a strategy to create conviction in the minds of stakeholders for the implementation of

my project without any hesitation. Accordingly, as soon as I returned from Sweden, completing the second phase of the project, I used to elucidate to stakeholders some of the events that I impressed with most while I took part in the International Training of Child Right, Classroom and School Management in Lund University. In my discussion, I used to emphasize five different issues such as explaining the existing difference between the Swedish society and my country people in practicing child right; expressing my appreciation to the developed Swedish democratic and work culture; the way trainings were effectively administered; and the unforgettable experience that I gained from the Swedish school system. My narration had attracted the attention of stakeholders beyond one's expectation. On the whole, I believe that my preliminary activity has helped me a lot not only to make smooth communication with stakeholders on the bases of mutual trust and harmonious relation but also to avoid possible perplexing ideas.

On the bases of the above strategy, I made personal communication with the following stakeholders. In the first place, I produced progress report of my training and study visits in Sweden to SNNPR Education Bureau in writing. A two hour briefing program about the Training and Exposure Visit Programs in Sweden substantiated with videos and pictures was organized for the Academic Commission members of Hawassa College of Teacher Education (HCTE). Other stakeholders such as Hawassa City Administration Education Department, Hawassa City Administration, UNICEF, and Human Right Commission SNNPRS Branch were communicated in writing. Then after, I extended my communication to the target groups of the project, which includes the school principal and school management body, as well as the PTA members of Adare Primary School. Particularly, I informed the school principal about the intended project to be implemented in her school. Virtually, she expressed her willingness to accept the objective of the project and promised to do her level best for its achievement. Unfortunately, after two months, as she was transferred to another school in the city, I need to reorient the newly replaced principal and the management body. The new principal and her team also accepted the project and promised to work with me for its effectiveness.

4.1.a Planning/ Preparation Stage

The planning/ preparation stage was undertaken immediately following the completion of the preliminary stage. The communication held with the stakeholders during the preliminary stage contributed some more important ideas to refine the best possible alternative approaches and methods to implement activities of the project. At this stage, a questionnaire, interview guide and focus group discussion check list to conduct a base line survey was designed; data collection was carried out using questionnaire, interview and focus group discussion; the collected data was analyzed and the existing gaps in the awareness and implementation of the CRC were identified. Based on the magnitude of the identified gaps, intervention activity timetable of the project was developed; training manuals were prepared; members of taskforce (supervisors and mentors) of the project were recruited among the HCTE teacher educators and student teachers; fund

raising proposals were developed and submitted to respective institutions. Eventually, an orientation session was held with the members of the task force in order to inform them their role and responsibilities to implement the intended project.

According to the Ethiopian school system, schools are closed during the summer seasons, in the months of July and August including half of September. This had made difficult to meet the school community, particularly the students. As a result, the completion of tasks in the planning and preparation stage was extended. Questionnaires for the survey was prepared and made ready in advance to be administering in the first week of October 2012.

The survey was conducted using questionnaire, interview, focus group discussion and personal observation. Accordingly, 34 questionnaires were distributed to the same number of principals and homeroom teachers of Adare Primary School. All the questionnaires were filled and returned. In addition, interview was conducted with selected girls from grade 5-8 of the same school. Focus group discussion was also conducted with Child Right club members and Children's Parliament members of the School. The change agent made personal observation of the school's teaching learning environment. The data gathered through questionnaire, interview and focus group discussion were analyzed using both quantitative and qualitative data analysis techniques. Statistical Package for the Social Sciences (SPSS) was used to present data in to frequency distribution for quantitative data and to make it ready for analysis. Using SPSS most quantitative data were presented in the tables and charts and interpreted/discussed. The qualitative data were expressed in words and statements. The results of the baseline survey were presented hereunder.

The Results of the Baseline Survey

From the analysis of the baseline survey the following major results (findings) were obtained.

- It was revealed that there was a problem of fair treatment of children in the school as well as in the class rooms. At the same time, it was also found out that most of the respondents (home room teachers and principals) were not very happy with the children's behavior in the school and with their results.
- It was revealed in the study and observed that unit leaders and shift representatives used sticks to punish (kick) misbehaving and late coming children in the school.
- Most (about 90%) of the research participants revealed that there was peer harassment and bullying on school children who perform well in examinations and assignments.
- Significant percentage (20.6%) of respondents in the questionnaire and many research participants especially girls who participated in focus group discussion and

interview revealed that there were elements of teacher harassment in the school compound and in the class rooms.

- Some research participants revealed that there were illegal acts in the school which put the school in the violation of child right conventions. For instance, they confirmed that children are sometimes kicked out from classes, hit with stick, hit with hands, kicked with feet, etc.; all of which violates the rules and affect children physically, morally, socially and academically.

- Despite the benefits of doing homework for children in increasing class time and increasing understanding it was revealed by majority (about 70%) of the research participants indicated that children in the school were not doing their home works frequently and they were not engaged actively in the class activities. This might affect the academic achievement of children in the school.

- Most participants (about 80%) revealed that children spend most of their after school time on playing/sport and domestic work than studying and doing home works.

- The school facilities (library, laboratory, classroom and office equipment), those, which can directly contribute for school improvement and children's better performance were inadequately available in the school.

- As revealed by the study, the top five child right abuses applied frequently and sometime in the school were sending out children from the classrooms, bullying, violence, harassment and child labor in their order. Others like biting with the stick, kneeling down in the class or around school gate, sending out of the school, insulting and fighting in groups were rarely available child right abuse issues in the school.

- It was revealed that the school has established from grades 4-8 children a child right club in the form of children's parliament having 56 parliament members and established eleven ministers under the parliament having job description for each, to empower children to be aware of their right and obligations in the school as well as outside the school and concentrate only on learning tasks to improve their academic achievements.

Preparation period for Project Implementation

The Results of the baseline survey was presented at the fourth phase of the project at South Africa. The recruitment process for the member of the project taskforce (supervisors and mentors) was conducted just after my return from South Africa, after participating in the Fourth phase of the project. Among the members of the taskforce of the project, 9 of them were teacher educators of HCTE who were selected on the bases of experience, discipline and commitment. They were supposed to participate in the project as supervisors of tutorial classes and co-curricular activities. 34 student teachers were selected among the graduating class students and whose four semester's cumulative GPA was above 3.25. The role of the student teachers was supposed to be mentoring in tutorial classes in their respective field of study in Adare Primary School. The primary purpose of the tutorial classes was to sensitize school children on the prac-

ticability of the CRC principles in schools. In the meantime they were also supposed to support students in academic matters, with especially focus for grade eight students who would take regional examination at the end of the academic year.

Preparing project proposal was one of the methods used to secure fund for the project. The proposals were submitted to regional Education Bureau, UNICEF Hawassa Representative, and Human Rights Commission SNNPRS Branch Office.

4.1.b Implementation Stage

Organizing Training Workshops

One of the crucial activities of the project was organizing awareness raising training workshops. To this effect, five consecutive workshops were held in different times with a different point of emphasis. Participants of these training workshops were members of the Academic Commission and members of the taskforce from HCTE on one hand and schoolteachers and students of Adare primary school on the other. In addition to the workshops, the sensitization process on child right had been conducted by producing programs for broadcasting through mini media. In Addition to this, two big bill boards which advocates for Child right are prepared and erected at Adare primary School. 2 different types of brochures and leaflets (one on Articles of Child Right and the other on Child Friendly School) were prepared, printed and distributed among HCTE trainees and Adare Primary School student. Altogether, 2000 copies of each were printed and distributed among students and teachers. Moreover, Child parliament and Child Right clubs were strengthened in the school. Girls club was also working hand in hand with the project to reduce girls' harassment in the school. Two Types of posters (one on Child Abuse and the other on girls' harassment) were published and posted in Adare Primary School and HCTE compounds. 150 copies of posters on "Stop Child Abuse" and 150 copies of posters on "Let's Stop Girls' Harassment Together" were printed and posted in the school and HCTE compound. Using activists in school clubs and leaders of cooperative learning groups after they themselves had taken sufficient trainings also carried some more training out.

Training on Child Right and Child Friendly School

The first training workshop, Training on Child Right and Child Friendly School, was held for a day in four sessions in HCTE on January4, 2013. Participants of this workshop were members of the Academic Commission of HCTE, 22 male and 17 females of the taskforce and 11 male and 22 female of Adare school principals and teachers. In the first session, the training focused on the dynamics of CRC at international, continental and national perspectives. Participants were provided with a full copy of the CRC document in English and Amharic versions. The presentation was very much

participatory. In the second session, the idea of child friendly school was discussed on the bases of six basic elements illustrated in a diagram prepared by the UNICEF.

In the third session, findings of the baseline survey in Adare Primary School were presented. The point of emphasis was made on the gaps discovered by the survey mainly describing varieties of the prevailing child right abuses and the magnitude of such gaps using charts and graphs. Subsequently, the planned activities of the project in order to alleviate the indicated problems were conveyed. In the fourth session, participants of the workshop have got an opportunity of reflection and a chance of free discussion on the presented problems of the baseline survey. In general, issues that rose in the discussion session had produced a significant contribution to reach a consensus among the participants of the workshop on what had to be done to resolve the suggested problems.

Participants of the Training program partially   Group discussion during training   Presentation by group members

Training on Mentoring and Tutoring

The second training workshop was held on January 24, 2013. It focused on how to give mentoring and tutoring support on CRC and academic issues. Participants of the former training were all invited in advance to attend this training workshop. However, few instructors were unable to take part, so that the number of attendants decreased from 74 to 68.Abera Argo Lankamo (the owner of this project) and Abebe Demisie (a change agent of batch 12) were presenters whereas Geremew Sime (a candidate of batch 18) was the coordinator of the workshop. Practically speaking, the change agent has assigned Geremew not only as the coordinator of this workshop but also as a leader of the taskforce to enable him enrich his experiences on the implementation of CRC. On the whole, this training workshop was prepared on how to conduct mentoring and tutoring to improve the academic performance of students in Adare Primary School, establishing girls club, strengthening students' parliament and co-curricular activities in the school.

Participants (the lady in front is the School principal)

Launching the project at Adare Primary School

Before the actual beginning of the tutorial classes, the launching of the project at Adare Primary School and an orientation session was needed to introduce the project in general and the tutorial classes in particular. The launching and orientation program was made on the second week of February 2013 at flag ceremony of both shifts. During the orientation program the change agent and the candidate for batch 18 (Geremew, who was assigned as team leader for taskforce) introduced the objectives of the project and activities that were intended to be implemented in the school. This orientation program raised the awareness of the students on child right and child friendly school and gave them the overview of child right abuses. It also oriented the students to discharge their responsibilities as students while they are fighting against child right abuses. Although the attendance was not taken since it was held at flag ceremony, it was expected that 99 percent of the students have got the awareness on CRC and child friendly School. In this orientation session, the 3Ps as pillars of the CRC were emphasized. A schedule of tutorial classes was also informed to students.

The tutorial program by at Adare Primary School

As stated in the project plan, it was intended to select 30 trainees from Hawassa College of Teacher Education based on their academic background and other criteria stated in the project. Accordingly, 36 trainees (13 are females) were selected, trained and assigned at Adare Primary School to give tutorial program and work as mentors on Child Right. The mentors were working two hours a week where the program was prepared in collaboration with the School management. 12 teachers from Adare Primary School were also selected from 33 teachers who took Child Right Training and working in collaboration with the mentors from HCTE. The School principal and her two vices were also closely following up the project in collaboration with the supervisory team from HCTE. In this regard, I, as change agent, was lucky because the principal was committed and dedicated to work not only on the project but also on every aspect of the school's teaching learning process. There were 17 sections from grade 5-8 of the school and two trainees were assigned as mentors for one section. 8 instructors as supervisors were following up the program and 1 stream officer and coordinator coordinated the project. I was working as the overall manager of the project. The tutorial program and

mentoring on Child Right continued until the beginning of June and ended with official celebration of the termination of the project.

Training on How to Run Students Parliament

On February, 2013 a training workshop was organized for Male 31 Female 41 Total 72 members of Adare Primary School student parliament. As stated above Adare Primary School had students Parliament. However, it was not strong before the project. Discussions were made with the school administration on the strengthening of Children Parliament. The school tried to strengthen the parliament and started to work properly. The Parliament has Spokesperson. There are also different ministerial positions in the parliament such as Ministry of Education, Ministry of health, Ministry of Agriculture etc. and Judiciary body. To make the parliament stronger training was given for the members on how to run the children parliament and on how to fight against child right violation through their judiciary body when the violation comes from peer and to appeal to the school administration when the violation is made by teachers. To ensure the functioning of the parliament the training session was started after the spokesperson of the parliament made the opening remark for the training. The purpose of this training was to make the student parliament more functional and capacitate its members on some technicalities and procedures that enable them to conduct effective discussion in meetings. The training manual for this workshop had been developed on the bases of a platform to establish student parliament in Ethiopian schools. Accordingly, consolidating democratic principles in meetings, the need to appreciating one another's view, the need to uphold procedures of a meeting, the need to develop listening skill and public speaking skill were emphasized.

The spokesperson while making opining remark
Students parliament members on training

Training on How to Make Child Right a Public Discourse

This training was provided for the leaders of cooperative learning groups and members of mini media clubs in HCTE and Adare Primary School. The training for Cooperative Learning Group leaders at adare Primary School was given on March 25, 2013. The number of the participants was male 71 female 68 total 139. This training was intended to raise the awareness of the students on CRC and child Friendly School and raise the awareness of all of the students using the leaders as change agents. The training material was redesigned to fit the age and grade level of the students. Half day training was given

for the leaders from each shift. At the end of the training, the participants promised to fight against child right violations both inside the school compound and outside.

Leaders of Cooperative learning on Training   Abebe (Change agent for Batch 12 conducting the training)

The training for cooperative learning group leaders at HCTE was conducted to male 552 female 63 total 615 trainees from 1st year to third year. The training was conducted for half a day. Basically, students of each classroom are categorized into different sustainable groups of six in which the leader of the group is expected to be active learner that provide support in academic matters for the other members. In addition to this, the cooperative learning groups are formulated to promote socialization and interdependence among the members. Accordingly, members of the same group are supposed to consolidate group solidarity to protect each other from possible threats and inform each other with current affairs. Therefore, the focus of the training was to familiarize participants with the principles of CRC so that to use them as a Chanel to share their understanding to their group or the college and school community through group discussion or mini media broadcasting. They can also use posters, leaflets, pamphlets and brochures to disseminate some selected issues of child right.

 It was believed that addressing the leaders of cooperative learning groups is addressing all the trainees and students because they were given the assignment to orient their group members on CRC and child friendly school. It was also expected that when these trainees go out for practicum program they could promote CRC issues in the host schools. They were also given the responsibility to establish CRC clubs in the host schools. The third year trainees were also oriented to establish similar clubs in their respective schools when they go to workplace after their graduation. They were also promised to discharge their responsibilities in the college compound and at primary schools.

Abera while presenting   Geremew while presenting
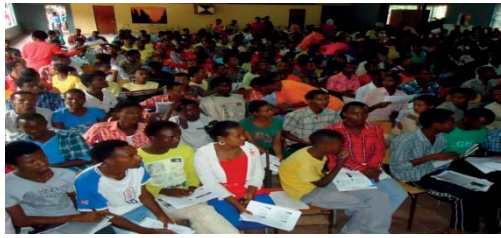
Participants of the training at HCTE

Practical Workshop for the Members of the Taskforce

The primary objective of the taskforces was to conduct sustainable tutorial classes for Adare Primary school children. The tutorial class was not purely academic. It was rather used as a model classroom to practice principles of child right while the daily lesson would be delivered. To this end, the mentors should practice how they would implement the tutorial class. The training focused on technical issues with regard to methods, approaches and techniques to integrate academic matters with the principles of CRC. Particularly, the need to elude the idea of child right as an icebreaking activity was the main concern of the training. Besides, to have self-confidence and preparation on subject matter, point of emphasis was also made on the importance to have respect to others, to build friendly relation, the need to accommodate individual or group interests. On the other hand, they were provided with textbooks of their own respective fields and with stationary materials to prepare themselves in advance.

5. Results

5.1 School visit by the Change Agent

School visit was employed as the major means to assess and follow up the development in awareness level of the school community in practicing the principles of CRC in the school. Usually, I used to visit the school in unexpected manner starting from the base line survey to the termination of the project. In most cases, the school visit was undertaken through critical observation using checklists. The focus of these school visits was on the improvements of the existing gaps of school environment. On the other hand, members of the taskforce would conduct school visit on regular bases. The registered improvements and issues that need further interventions would be discussed with

school principal and supervisors of tutorial classes. In due course, I noticed the steady improvement in practicing the principles of CRC in the school.

5.2 Visits by my Mentor

My mentor, Ms. Agneta, has paid a visit to my project work in Hawassa, Ethiopia, from April 8 to 12, 2013. Her comments and appreciations have contributed a lot for further improvement of implementation and to keep up its strength. In her first day visit to Hawassa College of Teacher Education, she held a meeting with the members of the taskforces, mentors of tutorial class. During the meeting, she tried to investigate how effective the members of taskforces were in their tutorial class. Particularly, her intention was to know whether members of the taskforce preferred to emphasize the principles of CRC to academic matters during the tutorial class. She also asked for the possible challenges that the task force might face during they undertake tutorial classes. Accordingly, the response of the participants focused on two important issues: their preference on one hand and their challenges during the tutorial class. With regard to their preference they explained her about their effort to integrate the academic matters with the principles of CRC despite the fact that students were inclined to the latter. With regard to their challenges, they indicated some gaps on skill to accommodate the principles of CRC to the academic interest of the students. Finally, they indicated the need to have further technical training to fill the existed gap.

On her second day visit to Adare Primary School, Miss Agneta has got an opportunity to observe the school environment, to talk with the school principal, to visit classroom situations, to meet the leaders of cooperative learning groups and to attend the meeting of student parliament. Even though, each one of her observation was crucial to strengthen the implementation of the project, I believe it is important to describe how Ms. Agneta spent her time with the members of the student parliament.
The meeting of the student parliament was called not in accordance to its regular schedule to deal with specific agendas. It was rather a kind of urgent meeting to show its structure and its active role of participation in school matters to Miss Agneta. In fact, the meeting was held in the afternoon shift in its regular meeting hall and all members of the parliament including few teachers appeared in the meeting. After a while, Miss Agneta together with the school principal joined the meeting. Then, the meeting was opened, after the spokesman delivered the formal speech to the member of the parliament and respected gusts. Following the opening speech, the principal has made a brief speech to introduce Ms. Agneta and to let them free to explain what they know about the child right project being implemented in the school. In the meanwhile, Geremew was acting as a translator to English or Amharic as the case may be.

After a while, Miss Agneta took the stage and raised some questions to the members of the house. She began her questions by asking whether the student parliament was inde-

pendent by implicating the appearance of some teachers in the house and some more questions were followed. Students responded that as long as they know the limited role of the teachers only to provide some technical support, not to make any influence in decision making, it couldn't undermine the independence of the house. Moreover, member of the House, especially those who were in ministerial positions, answered turn by turn questions regarding to describe the election procedures, explaining role and responsibilities of members in decision making, the best achievements of the House and how the House was going to be dissolved. Finally, Miss Agneta was impressed by the courage and articulation skill of respondents to explain her answer. As a result, she presented her personal storybook and carrying bag as an award to the House and the school principal respectively.

On the whole, Ms. Agneta's visit has great contribution on the evolvement of my project. Besides the inspiration effect of her presence, her constructive suggestions and comments has helped me to reconsider the method and the technical support I resorted to be practiced by the members of the task force during tutorial classes. Here after, a due concern was given to technical support by supervisors to improve the ongoing approaches on how to integrate CRC principles to academic matters. A special training was also undertaken for the mentors.

Agneta with taskforce (supervisors and mentors)

Agneta with students' parliament members

Students of Adare Primary School

5.3 Data Gathering and Analyzing

Before the project comes to its closing, I had to collect some data in order to evaluate the effect of my project. Accordingly, a questionnaire in which the content is parallel to the former questionnaire of the baseline survey was designed in order to compare the effect. The First part was intended to know the feelings of the stakeholders on the implementation of the project which was not the part in baseline survey. The following figure illustrates its analysis:

Feelings of the Stakeholders on the Implementation of the Project

As figures below indicate, the majority of the stakeholders and beneficiaries had good feeling about the implementation of the project in their school. Accordingly 90 percent of the students and teachers and 86 percent parents were happy with the implementation of the project in their school. This indicates that the project was accepted by the majority of the stakeholders in the school.

Figure 1: The Feelings of the Stakeholder on the implementation of the Project
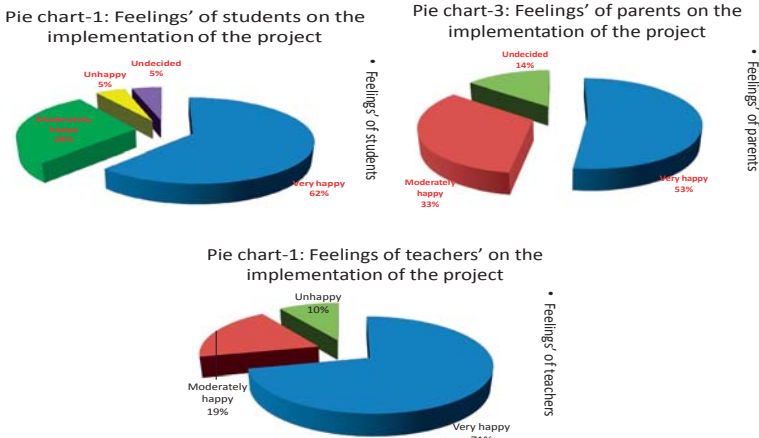
Training Opportunity of the Stakeholders on CRC before the implementation of the Project

The majority of the stakeholders responded that they didn't have training opportunity before the implementation of the project. They appreciated the relevance of the training provided by the project and they considered it as adequate to give them the necessary knowledge on CRC.

As indicated in table below, the majority of respondents agree that the project promoted CRC principles in Adare Primary School. In Item 2 of the table 60 percent of the respondents responded that the role of the project in strengthening gender equality in the school was very high and 28 percent of them believed that its role was moderately high. The majority (66 percent) of them responded that the project played its role in harmonizing students' teachers' relationship while 26 percent said that its role is moderate. As Item 4 of the same table indicates the project also improved teachers' treatment of the students. From this one can deduce that the project contributed for the improvement of child right practices and reducing child right abuses in the school.

Table 1: Effect of Project Implementation

Frequency distribution table of the effect of project implemented

No.	Variables	Rate	Count	percent
1	Promoting the practices of CRC principles in your school	Very high	32	64%
		Moderately high	17	34%
		Low	0	0%
		Undecided	1	2%
2	Strengthen gender equality in your school	Very high	30	60%
		Moderately high	14	28%
		Low	4	8%
		Undecided	2	4%
3	Harmonizing student teacher relationship	Very high	33	66%
		Moderately high	13	26%
		Low	4	8%
		Undecided	0	0%
4	Improving teachers' treatment of students?	Very high	26	52%
		Moderately high	22	44%
		Low	2	4%
		Undecided	0	0%

As the table below indicates the project contributed for the improvement of the academic performance of the students in Adare Primary school. Accordingly, 64 and 34 percent of the respondents replied that the rate of the project in improving the academic performance of the students was very high and moderately high respectively.

It is also observed from the results of the regional examination of grade 8 is that the passing rate of the students was increased from 71 percent in 2011/2012 to 85 percent in 2012/2013 academic year. The results it registered made the school to stand the first among 19 public primary schools in the City Administration. The repetition rate of students from grade 5-7 class exams was also decreased from 11 percent in 2011/2012 to 6 percent in 2012/2013.The school management gave high credit in the improvement of the students' performance for the efforts made by the school in collaboration with the project through the special emphasis given to tutorial programs. This indicates that the role of the project in improving the academic performance of the students was very high.

Table 2: Effects of the Project on the changes registered in the School

**Frequency distribution table of the effect of project implemented**

No.	Variables	Rate	Count	percent
1	Promoting the practices of CRC principles in your school	Very high	32	64%
		Moderately high	17	34%
		Low	0	0%
		Undecided	1	2%
2	Strengthen gender equality in your school	Very high	30	60%
		Moderately high	14	28%
		Low	4	8%
		Undecided	2	4%
3	Harmonizing student teacher relationship	Very high	33	66%
		Moderately high	13	26%
		Low	4	8%
		Undecided	0	0%
4	Improving teachers' treatment of students?	Very high	26	52%
		Moderately high	22	44%
		Low	2	4%
		Undecided	0	0%
5	Improving students' academic performance	Very high	32	64%
		Moderately high	17	34%
		Low	1	2%
		Undecided	0	0%
6	Promotion of gender equality	Very high	30	60%
		Moderately high	18	36%
		Low	2	4%
		Undecided	0	0%
7	Building students confidence	Very high	30	60%
		Moderately high	17	34%
		Low	3	6%
		Undecided	0	0%
8	Improving students discipline	Very high	22	44%
		Moderately high	21	42%
		Low	6	12%
		Undecided	1	2%

Table 2 above also indicates that the implementation of the project built the confidence of the students in expressing themselves and demanding for their rights. Accordingly, 60 percent and 34 percent of the respondents said that the rate of the project in building the confidence of the students was very high and moderately high respectively. Item 8 of the same table also shows the intervention of the project improved the students' discipline in the School.

The figure below also shows the extent of child right principles implementation in the school. Accordingly, 68 percent of the respondents replied that the extent of the implementation of the project was very high and 26 percent of them replied that it was moderately high. This indicates that the project was implemented in the school very well.

Figure 2: Extent to which CR Principles have been implemented

The extent to which the child right principles have been implemented
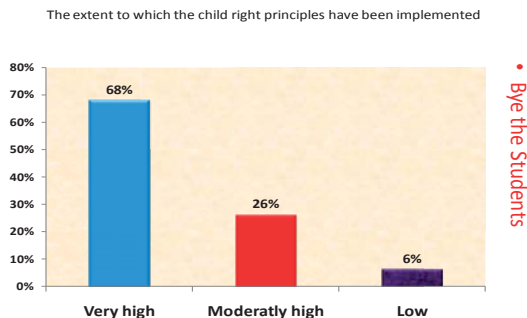
Level of Easiness in implementing the 3Ps

The two figures below shows the view of the respondents on the level of easiness in implementing the 3Ps. Accordingly, 76 percent of teachers and 68 percent of students responded that it is more easy to implement participation than provision and protection while 14 percent of teachers and 18 percent of students categorized protection as easier to implement than the other two Ps. This was also manifested through the participation of students in their students' parliament. Although participation was not the focus of the project it was implement through the awareness raising training programs and the school community considered it as important and implemented it in their day to day teaching learning and co-curricular activities.

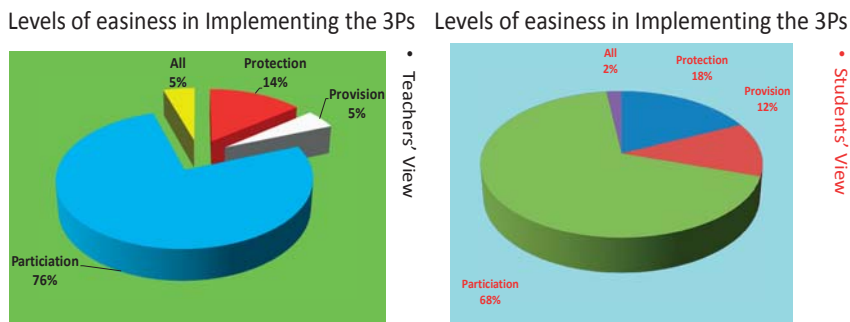## Figure 3: Level of Easiness in Implementing the 3Ps

Levels of easiness in Implementing the 3Ps   Levels of easiness in Implementing the 3Ps

Table 3: the extent of CR Violation after the project

No	Item	Frequency	Number	Percent
1	Child harassment by peers	Often	2	4%
		Sometimes	5	10%
		Not at all	43	86%
2	Child harassment by teachers	Often	2	2%
		Sometimes	7	14%
		Not at all	41	82%
3	How often children are kicked out of class room	Often	3	6%
		Sometimes	17	34%
		Not at all	30	60%
4	Child punishments when they are late	Often	4	8%
		Sometimes	10	20%
		Not at all	36	72%
		Fairly	5	10%
		Very little	3	6%
6	Do the tutorial classes help you?	No	0	0%
		Yes	50	100%

Source: Primary data

As it can be seen from the above table item 1 and 2, girls' harassment by peer and teachers was drastically reduced after the implementation of the project. Accordingly, the majority of respondents replied that there is no harassment by both the peers and the teachers. However, there is still the persistence of the past practices which requires the attention of the school.

Item 3 and 4 of the same table focuses on the type of corporal punishment in the school. Accordingly, the majority of the respondents replied that teachers abandoned kicking students out of classroom. However, it indicates that there were some teachers who kick students out of classroom. Majority of respondents also replied that teachers abandoned punishing students when they become late for the class after the project. But, there was still few of them who practice it. This is also the assignment for the school management to abolish such acts.

5.4 The Termination Event of the Project

A formal celebration event was held on June 29 to formally disclose the termination of the project to the selected representatives of the target groups. In the celebration ceremony, students involved actively in presenting melodious songs on bright future of children, short melodrama on child right abuse that happens during child trafficking

from the countryside to cities and in question and answering contest. On the other hand, teachers played a significant role in actively participating in the discussion forum that was immediately followed my presentation on the evaluation result (effects) of the project. In the discussion, participants suggested that the need to strengthening the close relationship between Adare Primary School and Hawassa College of Teacher Education is crucial to maintain the registered fruits of the project in the future.

6. Reflections

As the owner of this project, I felt proud with the progress of the project and its final effect among the college and school community. Now, I strongly believe that the implementation of the project resulted in vigorous effects that have reached beyond the intended achievement at its beginning. The results of this project can be described on the bases of four intended outcomes of the project proposal.

6.1 Indicators for the First Outcome

In my project proposal, the first intended outcome was to raise the understanding level of teacher educators and student teachers of Hawassa College of Teacher Education (HCTE) on one hand and Adare Primary School principals teachers in practicing the principals of CRC. To achieve this outcome, training workshops on the principles of CRC were organized for stakeholders from Hawassa College of Teacher Education and Adare Primary School.

Basically, the objective of the project was not limited only to raise the understanding level of the participants on the essence of CRC but to help them in practicing the principles of CRC in one way or another. Accordingly, school teachers have showed great concern to create pleasant school environment; to a friendly relationship in treating their students; to participatory teaching methods; the involvement of student representatives in every decision making process and to share the social, economic and emotional problem of their students. On the other hand, teacher educators and student teachers who participated in the implementation of the project as a taskforce have acted as role models in practicing the principles of CRC during the tutorial classes and in co-curricular activities. Above all, they had made to support students in academic matters; their practical contribution to familiarize them about a participatory and democratic classroom in which students can be free from any intimidation and authoritative teaching approaches was so great.

6.2 Indicators for the Second Outcome

In my project proposal, the second intended outcome was to create awareness of CRC among Adare Primary School students using the taskforce members (supervisors and mentors) from HCTE and teachers and principals from Adare Primary School. In addition to organizing training workshops on the very essence of CRC, posters, leaflets and brochures were also distributed among 63 members of student parliament and 115 leaders of cooperative learning groups. Students of grade five to eight has learned and practiced the ideas of CRC during the long held tutorial classes. Accordingly, I can explain the effect of awareness creation workshops and tutorial classes in the following terms.

Apparently, members of student parliament have registered a fast and drastic attitudinal change following the training workshop. In addition to their encouragement and motivation to practice the specific procedures regarding how to speak, how to respect one another and how to be more influential in their meetings, they have also paid a special attention to participation in decision making, problem solving and to create attractive school compound. On the other hand school students in general and leaders of cooperative learning groups in particular learned and discussed their conviction regarding the importance of CRC during their group meeting in and outside the classroom. Practically speaking, fighting against any sort of child right violation acts has become a school norm. The whole students, particularly girls have become more outspoken regarding child right violation; they have improved their self-esteem and they look happier and more comfortable in their school.

6.3 Indicators for the Third Outcomes

In my project proposal, the third intended outcome was to create awareness among Adare Primary School community regarding the illegality and immorality of sexual harassment. The activities that were implemented for the achievement of the third outcome overlaps to the second outcome. The intention of the third outcome was not to produce distinct results but give a due emphasis for girls. In other words, it is part of affirmative action which was performed to compensate girls who have inherited the historic vulnerability to right abuse. Here, the especial concern was to make the project gender sensitive. Accordingly, a remarkable achievement was registered in redressing the long held wrong perception of male students against females on one hand and the effort to manage in inculcating self-esteem among girls on the other. As a result of this project, the formerly held attitude of male students to undermine female students has been labeled as one of backward attitude. Likewise, female students show progress from being dependent on male students to be self-reliant on academic and social aspects. The level of peer and teachers harassment identified during baseline survey was decreased as the result of terminal evaluation indicates. Through the strengthening of girls club,

girls started to report the harassment cases to club members and female mentors from HCTE. The club members and the mentors were exposing those students who harass the girls which led to disciplinary measure by the school. This contributed for the reduction of the abuse in the school. Hence, it was the great success for the project.

6. 4 Indicators for the Fourth Outcome

Improving the academic achievement of students was the last intended outcome in my project proposal. To this effect, intensive tutorial classes were held to help school children. Before the tutorial class had been actually started, members of the taskforce (mentors) conducted a need assessment to identify topics of students' interest in each subjects. It was on the bases of such identified issues that the tutorial lessens were developed and delivered. During the tutorial class, mentors used to present daily lessen by integrating it with the CRC principles. As it was mentioned above, special issues that related to CRC which were often debatable, argumentative in their content were often used as brainstorming activity. In most cases, mentors would present some rudimentary facts about the daily topic and then students were required to attempt in-group varieties of questions that were constructed out of the daily topic. Finally, mentors would render piece of advises on how students can manage to interlink daily topics with previous lessons.

The tutorial classes were successful in achieving the following results. In the first place, it created inspiration among the despaired students to score a passing mark in the class room and expected regional examination. Moreover, as the students got down on their study, they become better and better in disciplinary matters. For instance, they became more obedient and respectful than ever before to their teachers and to one another; the number of late comers and absentees were decreasing in significant rate; they were becoming more concerned about academic issues and co-curricular activities; and they looked happier than before. Furthermore, most of them who had been silent or passive during regular classes became active participants. This is to mean that as they had showed progress in their academic performance, their confidence and self-esteem was improving. Above all, the number of high scorers in quizzes and final examinations show progress. Accordingly, as the analysis made by the school indicates, the repetition rate in the classroom examination decreased and the promotion rate was increased significantly. This was also manifested in the results of the regional examination for grade 8. As stated on the introductory part of this report, in Ethiopia, to complete primary cycle of the education system and to join secondary schools students sit for regional examination. In this regard, due to the efforts made by the school management and the project, the promotion rate of the students of grade 8 has shown magnificent progress. Last academic year i.e. 2011/2012, out of the total students of the school who took regional examination only 71 percent passed. As the result of this year indicates out of the total students that sat for the regional examination 86 percent of them passed the

exam. As the information I obtained from Hawassa City Administration Education Department indicates, the school stood first by the result it registered on regional exam among 19 Public Primary Schools of the city. The school management gave high credit to the project for the results registered. This indicates that the project was highly successful in achieving its intended objective of improving the academic performance of the students in Adare Primary School along with mainstreaming the issues of CRC and child friendly school in the teaching learning process of the School.

7. The Way Forward

Practically speaking, the formal termination of this project does not mean to give up implementing CRC principles in schools. The primary concern of my duty concerned to sustaining the achievements of this project in Adare Primary School and Hawassa College of Teacher Education in the coming academic year. Accordingly, I tried my level best to enhance the relationship between the two on the bases of promoting CRC in their respective institutions. Moreover, I tried to extend the implementation of CRC principles into selected schools in Hawasa city, Halaba Special Woreda and Sidama Zone (which are the catchment areas next to Hawassa City of Hawassa College Teacher Education) through a school linkage programs and students' practical attachment (practicum program). In this regard, I've already trained 200 School principals 173 cluster supervisors and 22 experts from different *Woreda* (district) Education Offices on May 14-15 and 19-20, 2013. The participants of the training were selected from the above mentioned catchment areas of HCTE such as Hawassa City Administration, Sidama Zone (the neighboring rural administration with 749 full primary Schools), and Halaba Special Woreda. The contents of the training include the concepts of Child Right and child friendly schools, the relationship between school improvement program and child friendly school, presentation and discussions on the results of baseline survey of Adare Primary School. On the discussion, participants agreed that the findings of baseline survey in Adare Primary school were similar to the situation in their respective schools and should be addressed. They promised to implement the CRC principles in the coming 2013/2014 academic year in their respective schools. Experts from *Woreda* (District) Education Office and supervisors of the cluster schools were included in the training to follow up the implementation of CRC principles in these schools. Therefore, I will follow up their implementation through the taskforce I established in my college. We will also allocate some budget for the purpose from our college. This is possible because the college is obliged not only to provide pre-service and in-service training for candidates from its catchment areas but also to provide support to the schools through its school linkage programs one of which would be Continuous Professional Development that may include the issues of CRC. To sustain this effort I suggest that it would be better if the change agents for the future batches are selected

from Sidama Zone. In addition to this, we (I and Geremew, the change agent for batch 18) will use trainees of Hawassa College of Teacher Education as change agents by providing them with the necessary training on CRC. They are expected to implement the principles of CRC during their practicum program and at their respective schools when they are assigned after graduation. Finally, I will keep in touch with the former or the newly joining members of change agents to share ideas and work together to make the principles of CRC in our region in particular and in Ethiopia in general effective. I also suggest that it is better if the network of change agents is strengthened in Hawassa and its surrounding to make the program more effective.

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Appendices

Appendix I: Questionnaires for Baseline Survey

SNNPR State Education Bureau Hawassa College of Teacher Education

A Questionnaire to be filled by school principals, Unit leaders and homeroom teachers
The main objective of this study is to assess the level of awareness of the stakeholders (teachers, school directors, students and others) on the child right issues and identify problems that hinder student's achievement in Adare primary school of Hawassa City Administration. In addition, it tries to identify problems that lead to girls' harassment. Therefore, your contribution is highly valuable for alleviating the problem at hand, so, be genuine and honest in your responses.

Part I: Personal Information

1. Sex: A/ Male   B/ Female
2. Age in years _____
3. Marital status: A/ Married B/ Unmarried C/ Divorced D/ Widowed
4. Experience in teaching _____ years
5. Experience in School leadership ____ years
6. Field of specialization _____

Part II: Main Questions
General direction: Hereunder there are questions designed to assess child right abuses in your school, please circle one alternative for those questions which have alternatives and for those questions which require explanation, enumeration and opinion, give short and precise response on the space provided under each question.

1. How happy are you with your students' behavior in your school?
2. A/Very happy B/Moderately happy C/ Unhappy D/ Undecided
3. How happy are you with your student's results in your school?
4. A/Very happy B/Moderately happy C/ Unhappy D/ Undecided
5. How happy are you with teachers' behavior in your school?
6. A/Very happy B/Moderately happy C/ Unhappy D/ Undecided
7. I think in my school:
   a) Teachers have good relationship with their students – Yes/No
   b) Teachers respect students' opinion – Yes/No
   c) Students feel good when at school – Yes/No

d) Students feel good when in the classroom – Yes/No

e) Teachers show interest in students' results – Yes/No

f) Students are treated fairly – Yes/No

8. In the last two years how often did it happen that:

   g) A peer bulled a student – often/sometimes/ Not at all

   h) Children are violent in the school - often/sometimes/ Not at all

   i) Teachers apply corporal punishment - often/sometimes/ Not at all

   j) Children are harassed by peers - often/sometimes/ Not at all

   k) Children are harassed by teachers - often/sometimes/ Not at all

   l) Children are punished when they are late for classes - often/sometimes/ Not at all

   m) Children are kicked out from the class - often/sometimes/ Not at all

   n) Children are bitten with stick for disciplinary problem - often/sometimes/ Not at all

   o) Children are punished academically for skipping from school - often/sometimes/ Not at all

9. Do you think that the school discipline is interesting – Yes/No

   If your response for Q 6 is Yes, can you explain how?_____

   _____

10. What do children do in your school when the teacher is not in the class?

    A/Study in groups B/study individually C/ Fight one another D/ Shouting E/ Moving from place to place F/If others, please specify

    _____

11. Do students/children engaged actively in class activities? _ Yes/No

    If your response for Q 8 is no, can you explain why?

    _____

12. Do children in your school do home works usually – Yes/No

    If your answer for Q 10 is no, can you explain why?

    _____

13. What do children do after class? How do you consider the after school opportunities for children? Please check in the box.

	Frequently	Some times	Rarely	Not at all
Recreation/Sport				
Arts/Crafts				
Studying				
Domestic work				
Others				

14. How would you consider the condition and environment of the school? Please check in the box.

Type of facilities	Adequate	Moderate	Inadequate	Not available
Recreation/Sport				
Sanitation/Latrine				
Classrooms				
Windows light supply				
Water supply				
Classroom Equipment				
Text book supply				
Green area				
Play ground				
Library				
Laboratory				
Lounge				
Others, specify & check				

15. What child right abuse is prevalent in your school? Please check in the box.

Type of child right abuse	frequently	Some times	Rarely	Not at all
Harassment				
Bullying				
Violence				
Child labor				
Insulting				
Fighting in groups				
Sending out from school				
Sending out from classroom				
Hit with stick				
Nilling down in the class				
Other form of punishment				
Others, specify & check				

16. What has the school done so far to reduce/eliminate child right abuses?

17. What are the major challenges to eliminate/reduce child right abuses in your school?

18. What are the causes for child right abuses in your school?

19. What do you think are the consequences of child right abuses?

20. What mechanisms do you suggest be designed to eliminate/reduce child right abuses in your school?

Questions for child right club leaders in Adare Primary school

The main objective of this study is to assess the level of awareness of the stakeholders (teachers, school directors, students and others) on the child right issues and identify problems that hinder student's achievement in Adare primary school of Hawassa City Administration. In addition, it tries to identify problems that lead to girls' harassment. Therefore, your contribution is highly valuable for alleviating the problem at hand, so, be genuine and honest in your responses

Questions

1. Do children know their rights and obligations in the school? If yes, can you explain?
2. How many members are in your club and from where the members are selected?
3. What criteria are used to select the members for the club?
4. What are the objectives of the club?
5. Currently are there child right abuses in your school? If yes, list them out.
6. At average how many children are affected in a year (per annum) in your school by child right abuses?
7. Are children free in school or classroom to express their ideas? If yes, how?
8. Which child right abuse issue are more frequently applied by school principals/ homeroom teachers/teachers/students
9. What steps were taken by the club so fat to reduce or eliminate child right abuses in your school?
10. Do you think that child to abuses affect the academic performance of the children in schools? If yes, can you explain how?
11. In your opinion, are there challenges for the school to minimize or eliminate child right abuses? Would you please list them out?
12. What are the causes of child right abuse in your school?
13. What are the consequences/results of child right abuse in your school?
14. Are there problems in your school that may hinder the provision of quality education for children other than child right abuse?
15. What do you suggest to eliminate or to reduce child right abuses in the school?

Appendix II- Questionnaire and FGD Gide for Terminal Evaluation

SNNPR State Education Bureau Hawassa College of Teacher Education, Ethiopia

A questionnaire to be filled by the target groups (Students) at the end of child right implementation project in Adare Primary School

The primary objective of this study is to evaluate the changes registered by the implementation of the CRC project and to identify the persisting problems after implementation in Adare primary school of Hawassa City Administration. In addition, the questionnaire intended to evaluate the minimization rate of problems that caused girls' harassment in the school. Moreover, the questionnaire focuses on identification of students' performance in academic activities. Therefore, as your judgments are highly valuable in constructing the evaluation, be genuine and honest in your responses.

Personal Information
1. Sex: A/ Male   B/ Female
2. Age in years _____
3. Marital status: A/ Married B/ Unmarried C/ Divorced D/ Widowed
4. Grade _____

Part II: Main Questions
General direction: Hereunder there are questions designed to assess the improvement of child right implementation in your school. Accordingly, for those questions which have alternatives, you are supposed to **encircle** the choice letter that fits best to your personal judgment, otherwise, write short and precise response on the space provided for those questions which require explanation, enumeration or opinion.

Part I: Feelings about the implementation of the Child Right Project
1. How happy are you with the implementation of the project in your school?
   A/Very happy B/Moderately happy C/ Unhappy D/ Undecided
2. How happy the students are about implementation of the project?
3. A/Very happy B/Moderately happy C/ Unhappy D/ Undecided
4. What do parents feel about the project?

5. A/Very happy B/Moderately happy C/ Unhappy D/ Undecided
6. In your opinion, which group becomes happiest about the implementation of the project? A/ the students B/ teacher at ts C/ parents
7. Is there any group that develops hatred against the project? A/ Yes B/ No
8. If your response for question No 6 is "Yes", identify the group as _____

Part II: The relevance of the trainings

1. Have you taken any training on child right ever before this project?
2. A/ No at all   B/One time   C/two times   D/more than three times
3. Do you think that the contents of the provided trainings of the project are relevant?
4. A/ Yes B/ No
5. Do you appreciate the way trainings were organized and handled? A/ Yes B/ No
6. D0 you think that the provided trainings of the project were good enough to implement the project properly? A/ Yes B/ No
7. Have you gained something new and important from the child right trainings? A/ Yes B/ No
8. To what extent do you think that the child right principles are implemented properly?
9. A/Very high B/Moderately high C/ low D/ Undecided
10. Of the **3Ps**, which one is difficult to implement in the school?
11. A/ Protection B/ Provision C/ Participation D/ all are difficult to implement
12. Of the **3Ps**, which one is the easiest to implement in the school?
13. A/ Protection B/ Provision C/ Participation D/ all are easy to implement

Part II:
Rate out the positive effects of the project in terms of :

1. Promoting the practices of CRC principles in your school?
2. A/Very high B/Moderately high C/ low D/ Undecided
3. In strengthening gender equality in your school?
4. =A/Very high B/Moderately high C/ low D/ Undecided
5. Harmonizing student- teacher relationship?
6. A/Very high B/Moderately high C/ low D/ Undecided
7. Improving teachers' treatment of students?
8. A/Very high B/Moderately high C/ low D/ Undecided
9. Improving student academic performance?
10. A/Very high B/Moderately high C/ low D/ Undecided
11. Promoting gender equality?
      A/Very high B/Moderately high C/ low D/ Undecided
12. Building students' confidence?
      A/Very high B/Moderately high C/ low D/ Undecided
13. Improving student discipline?
      A/Very high B/Moderately high C/ low D/ Undecided
14. Promoting the students participation in the school?

15. A/Very high B/Moderately high C/ low D/ Undecided
16. Respecting students' opinion?
    A/Very high B/Moderately high C/ low D/ Undecided

Part III
Following the implementation of the project, what is the prevalence rate of:
1. Peer bulling by a student?   A/ often B/sometimes C/ Not at all
2. Child violent like fighting in groups?   A/ often B/sometimes C/ Not at all
3. Corporal punishment?   A/ often B/sometimes C/ Not at all
4. Child harassment by peers? A/ often B/sometimes C/ Not at all
5. Child harassment by teachers? A/ often B/sometimes C/ Not at all
6. Child punishment when they are late? A/ often B/sometimes C/ Not at all
7. Children that are kicked out from the class? A/ often B/sometimes C/ Not at
8. Have you participate in tutorial classes? A/ often B/sometimes C/ Not at all
9. If your answer for question No 8 is "Yes", to what extent do the tutorial class helps you for the preparation of national examination?
10. A/ Very much   B/Fairly   C/ very little
11. Do you think that you score a passing mark in the national examination?

Part IV: Over all reflection about the project:
1. What is your overall feeling about the implementation of Child Right project?
    _____
    _____
    _____

2. What are your overall comments regarding what you like or dislike about the project? _____
    _____
    _____

3. What are your overall comments about the effectiveness of the project? _____
    _____
    _____

4. What are the major challenges to eliminate child right violation in your school?
    _____
    _____
    _____

5. What mechanisms should have been designed to eliminate child right violation in your school? _____

_____
_____

6. What are the possible strategies to overcome the major challenges to eliminate child right abuses in your school? _____
_____
_____
_____
_____

INDIA

Empowering students in the age group 15 – 17 in participation with respect to CRC in Kannur district, Kerala state, India

Chandini KK, Krishnadas KM, Ravisankar TA

1. Introduction

India is a country with diversities in social, cultural, educational and economic backgrounds of its people. Various interventions are being made in the field of education for a positive change in the country. The Indian Parliament passed Right to Education Act on 4 August 2009 for equity based quality education for all children in the age group 6 to 14 years.

In Kerala, there was a total paradigm shift from the content-based pedagogy to child centred activity based pedagogy with focus on critical thinking. Along with the change in pedagogy various attempts have been initiated in different parts of Kerala with regard to CRC.

Strong network of 29 change agents in five-six districts are in force in Kerala. They are working in Kerala since 2004 starting in batch 3. Projects with respect to CRC have been carried out only in selected regions and age groups. Intervention with respect to CRC in the age group 15 -17 was never attempted before in the state. *This project focuses an intervention with respect to CRC in the age group15 -17 in Kannur district of Kerala.*

2. Frame of Reference

The Indian Parliament passed the Right of Children to Free and Compulsory Education on 4 August 2009 [Right to Education Act (RTE)]. RTE describes the modalities of the provision to free and compulsory education for children between 6 &14 in India under Article 21A of Indian constitution. India became one of 135 countries in the world to enforce Education a fundamental right for every child. The Act came into force on 1 April 2010.

The RTE Act provides for the:

(i)   Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.

(ii)   It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

(iii) It makes provisions for a non-admitted child to be admitted to an age appropriate class.

(iv)   It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.

(v)   It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.

(vi)   It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

(vii) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

(viii)   It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,

(ix)   It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

Kerala, one of India's states successfully overcame the first generation issues in education and it was the 1st state in India to be recognized as a totally literate state in 1991. The net enrollment in elementary education is almost 100 per cent and now it is almost balanced among different sexes, social groups and regions, unlike other states of India.

Over the last 3 decades the approaches to literacy and education seem to be swinging away from literacy and education for its own sake to their potential and actual use in real life contexts. It is at this context that this study finds its relevance. One of the purposes of this study is to empower children in decision-making and to transform the school environment child friendly.

3. Purpose

Attitudes and behaviour of members of the student parliament, teachers and parents regarding participation according to CRC will be changed.

4. Methodology (Activities)

We have selected Govt. Higher Secondary School Thottada, Kannur *for our CRC Project.*

As per our initial project plan, our intention was to select Govt. Girls' higher Secondary School Nadakkavu in Kozhikode district but due to certain unavoidable reasons, the Principal of that school conveyed her inability to pursue the project and during the visit of our mentor Dr. Per Wickenberg in August 2012, we informed him of the situation and discussed with him for some alternative arrangements. With his permission we changed the school. At present we are conducting our Project in GHSS Thottada, Kannur. This school has two sections; High School for standard 8 to 10 and higher

Secondary School for standard 11 and 12. Head master is the head of High School and Principal is the head of higher secondary section. The school has limited infrastructure facilities and the students are from average and poor families. The higher secondary consists of 471 students with 20 teachers and eight classes. The high school section has 311 students and 18 teachers. Shri. Krishnadas has taken initiatives to introduce our project in this school. The details are given under 4.1 below.

4.1 Activities in the Project School

The following activities were done in the project school, GHSS Thottada. An initial meeting to explain the proposed CRC Project was conducted in the school on 14/09/2012.The principal, staff and the selected student council representatives were attended the meeting. All the higher secondary schools in Kerala have elected student representatives and the students will elect their representatives in an election during the opening days of the school in June/July. *Krishnadas* explained the CRC Project and collected the suggestions from students and teachers.

In the meeting, they selected *Shri. Shahil Raj,* a teacher of the school, as the coordinator of the CRC Project in the school. Students proposed his name unanimously and accepted. The meeting decided to convene another meeting with all the students of the school and to explain the CRC Project in detail.

The next meeting (as per the decision taken in the meeting on 14/09/2012) was held at the school premises on 17/09/2012. Meeting was started at 10.00 am on 17/09/2012. PTA members, teachers and all the students of the school were attended. *Shri. Shahil Raj, the coordinator of the project*, welcomes the gathering and opened that the suggested Project would benefit the school and the community by eliminating the ignorance of Child right and its perspective for societal development.

The School Principal, Ms. Remani, chaired the meeting and addressed the meeting in her capacity as the chairperson. Then Krishnadas briefed the outline of the project in his speech about half an hour and explained the modus operandi. In the meeting Krishnadas asked the members of the students' council to arrange a meeting and design a plan.

The student council consists of Speaker, Prime Minister and 5 Ministers. They conducted a meeting on 19/09/2012. In their policy resolution speech Student Prime Minister expressed their commitment to implement the CRC project in the school. As a first step they have decided to take up a task of *cleaning the school premises*. It was student council decision and this step was very encouraging for us. It was also decided in the meeting *to convene class meeting* under the guidance of the students' council for necessary feedback and monitoring of the proposed CRC Project every month. They have decided to conduct the first meeting on 20th of October 2012 for review and feedback.

As per the decision of the student council, they decided to clean the school premises on the 2nd of October 2012. There is significance on that particular day too. It is celebrated as "Gandhi Jayanthi", the birth anniversary of Mahatma Gandhi, Father of our Nation. For the smooth functioning of the work, the members of the council divided the students into four houses namely Red, Blue, Green and Yellow and distributed work among them.

We got several inputs and thoughts in our seminar sessions in South Africa and accordingly we with refreshed vigour and enthusiasm continued our Project in Thottada. As soon as our arrival from SA, In December 2012, we gave necessary inputs to the coordinator of the Project in GHS Thottada and he conducted periodical meetings with the student council members to monitor the progress. They have arranged a career guidance class in which students got opportunities to discuss their rights regarding the selection of their future career.

Students and the resource persons interacted freely and all the students appreciated the initiative and one of the students remarked on the occasion that it is their right to get information regarding the opportunities in the country for their future career.

They have also arranged *Human Rights Day* celebration on 10th December in the school premises on behalf of the *Human Rights Education Club* functioning in the school and the arrangement was very nice. They themselves took initiatives and invited local personalities in the meeting. As the change agents, we used to give necessary directions to students and to the coordinator Shehil Raj for the smooth going of our Project.

In another noteworthy initiative of the student council was to arrange assembly leadership among the students of the target class. They have tried to organize morning school assembly themselves with necessary inputs from their teachers.

They had enough discussions and debates in their student council and tried to sort out problems by their own. It was their practice to meet once in a week and to get feedback and members' introspection. In the academic year 2012-13 they had given prominence in their activities regarding cleaning and hygiene of the school premises as mentioned in the previous paragraphs. But in the academic year 2013-14 they have decided to extend their activities and it has been well planned and structured and they proved it when our mentor came to visit the school. During the days of importance, they had conducted

school assemblies and arranged competitions in various events like essay writing, painting, cartoon etc. The Prime Minister in her report has submitted that they had the confidence to state that their contributions towards the betterment of the school were much improved. The coordinator Mr. Shahil Raj, the teacher of the school, helped the student council members by giving appropriate advices and counseling.

It is also to be worth mentioning that, to our astonishment, the student council members have arranged meticulously the function on 7th August 2013 at the school premises to receive our mentor.

They have arranged a student council session and all of us witnessed it with satisfaction. The students have tried to internalize the spirit of CRC in all their actions and deeds. In the council session, The Prime Minister, Education Minister, Health & Hygiene Minister, Home Minister, Finance Minister and the Opposition Leader have expressed their thoughts and actions. Speaker of the council monitored the session.

In the meeting, students, parents and teachers have got enough opportunities to discuss with Per and to get in touch with the CRC concepts more clearly.

The local self government members have also received a good concept on CRC and our visit to the President, District Panchayath, Kannur.

We had interacted with Prof. Sarala, President and she had assured that her team will give priority to the higher secondary children and schools for the activities which we have initiated and for its continuance.

When we stepped out of the President's chamber we the team members were of the view that all of our objectives put forward for our Project has been going well and we are of the view that with our constant monitoring and feedback the spirit of CRC at the higher secondary stage i.e. for the age group 15-17 will spread all over the district in Kannur and gradually the whole state of Kerala

4.2 Associated activities by the team in the change project

A) Student Police Cadet Project (SPC Project)

Kerala Police launched this SPC Project with collaboration of SCERT and Education Department of Kerala in all the higher secondary schools in Kerala, India to inculcate certain values among the student community like:

- Physical and mental health among children
- Work productively with authorities
- Prevent substance abuse, deviant behaviour and violence among children
- Develop self-esteem
- Participate in tackling community issues and threats

Chandini, as one of the change agents in the team, took part in the meeting and workshop scheduled on 4th September 2012 at SCERT in Trivandrum.

SCERT (Kerala) functions as an R&D institute at the state level by providing guidance, support and assistance to the State Education Department in its endeavour to improve the quality of elementary and secondary education and teacher education. To achieve this goal, the SCERT conducts research Studies, develops information systems, curricular policies, and instructional materials and co-ordinates in-service education for teachers at all levels.

SCERT is concerned with the academic aspects of school education including formulation of curriculum, preparation of textbooks, teachers' handbooks and teacher training. It advises the Government on policy matters relating to school education.

The academic activities and programmes of SCERT are carried out by the various departments/units. SCERT plans and co-ordinates all academic projects and programmes in the state.

Chandini has succeeded to include the basic concepts of CRC in the module for the project implementation. The module preparation workshops have been started and the drafts are expected to be completed by the end of this academic year i.e., march 2013.

B) Presentation of the CRC Change Project

Ravishankar was invited to give a presentation on Child Rights in a workshop convened by State institute of Educational Management and training on 6th August 2012 at Trivandrum, Kerala, and it was appreciated by the audience.

C) Using Kerala media for spreading message on CRC

Ravishankar initiated an interview with the team´s mentor Per Wickenberg that was telecasted through IT@School in ViCTERS TV Channel. One of the other former change agents in Kerala, Mr. George Joseph, interviewed him. Since the TV Channel has its root among students and teaching communities in Kerala, a wide message regarding CRC was popularized. It was also available online.
(http://www.victers.itschool.gov.in/)

5. Results

The CRC Project is in its new shape going on smoothly. Several initiatives on the part of students are being held in the school. They conducted class level meeting to discuss various activities on CRC Project and the convening of meeting is a regular process at least once in a month. The decision, execution and monitoring of the work were taken up by the student council members with the full support of the other students in the school. They have participated in various activities like Human Rights Day celebration, career guidance initiatives, three or four informal CRC club meetings to take decision on further activities. They have also arranged and conducted school assemblies.

6. Discussions and Reflection

When we sat together and reflected on our activities and Project, we could find all activities very easily linked to three different educational organisations of Kerala in the following way

The SCERT can incorporate necessary inputs of CRC in framing School curriculum in the state of Kerala, and the process of revising the curriculum has been started. The initial discussion regarding the Child Right frame work to be included in the curriculum has completed. The experiences we had from GHSS Thottada were benefited to transfer our experiences to the authorities concerned.

The DIET Kannur has already started the next phase of empowering student council in different schools in the district from the experiences of GHSS Thottada and with the support from Jilla Panchayath, DIET Kannur can go ahead well in this area.

IT@School Project with their educational channel can support the activities of CRC by popularising through media.

So the GHSS Thottada Project introduced for the first time for empowering the students in age group 15-17 was really a great success and it will give way for a lot of CRC interventions in Kerala.

7. Way Forward

It is on our part for a serious introspection to maintain the seriousness and continuity of the CRC activities in the school even after the formal completion of the Project. The existing situation in the school still requires a lot of subtle changes for ensuring the spirit of CRC in terms of Participation in these areas:

- *Learning Atmosphere*
- *Awareness among LSG members and the Department Officials*
- *Motivation of Parents*
- *Teacher Concern*
- *Opportunity for Co-curricular activities*
- *Opportunity for developing Creative talents among students*

INDONESIA

Children's rights to participation through authentic and participative learning as well as to protection in Muhammadiyah Primary School 16 of Surakarta, Indonesia.

Siti Zuhriah Ariatmi, Anam Sutopo, Suprihanto

Introduction

This project is done to implement the UN Convention on the Rights of the Child of November 1989. The implementation of this convention is urgent and is still very relevant, especially for developing countries, because ignorance, trafficking, bullying, abuse, and employment on children are still occurred in these countries. The project is done in Muhammadiyah Primary School (MPS) 16 of Surakarta, and focused on two major points of child rights, namely participation and protection. This school is one of 2,604 primary schools belonging to Muhammadiyah organization. Muhammadiyah is the second largest non-governmental Islamic organization in Indonesia with 29 million members, established in 1912, which focuses its movements on religion, education, economics, health, and social welfare. Muhammadiyah has more than 27 universities, 5,754 schools, 144 hospitals, 318 orphan houses, 81 disable rehabilitation centers, 6.118 mosques, and so on (www.muhammadiyah.or.id). The implementation of child right classroom and school management in this school is the second turn in Muhammadiyah schools

In all primary schools in Indonesia, a teacher handles one class for all subjects, except gym and religion. It means that each teacher teaches Mathematic, Indonesian

Language, Natural Sciences, Social Sciences, and Civics. It is impossible for the team to cover all subjects when authentic and participative approaches are implemented, so the team limits on the third grade and in the subjects of social sciences only. For the protection, the team involves the representative of all stakeholders in the process of formulating the school rules (regulation).

To make the discussion easy, the team clarifies some key terms related to the project implementation, they are *participation, authentic learning, protection*, and *school rules*. Participation in CRC means children participation in both learning process and decision making. In this project, participation has two meanings, the students' participation in the learning process especially in grade 3 in social science subject, and the participation of all students of Muhammadiyah Primary School 16 when the school rules are formulated.

Authentic learning, according to Lombardi (2007: 2), is the learning processes that typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case-studies, and participation in virtual communities of practice. In this project, the meaning of authentic learning is not that broad because authentic learning approach is implemented to the third grade of primary school. The authentic learning are restricted on the following points: (1) The learning process is brought to real-world setting but it is restricted on the topics that are feasible viewed from the school financial capacity, accessibility, students' abilities, and time availability; (2) To find problems and the solutions, students are stimulated by such guidelines in the form of questions, tables, or list of items; (3) Students are stimulated to do the role playing; and (4) Authentic assessment in which the teachers take the scores from authentic performance of the students. Authentic assessment, according to O'Melly and Pierce (1996: 17-31) is procedures for evaluating student achievement or performance using activities that represent classroom goals, curricula, and instruction or real-life performance. These assessments enable students to construct information rather than simply choose response alternatives, and challenge students to use their language to communicate their understandings and application of knowledge.

Protection here means protection for all students of Muhammadiyah Primary School 16 from bullying, abuse, and corporal punishment in school which is realized in the form of school rules. School rules are the rules for the school members which are formulated by involving the students.

Frame of Reference

Although Indonesia has ratified the UN Convention on the Rights of the Child of November 1989 on August 25th, 1990 with Indonesia Presidential Decree number 36/1990, and other laws, but most Indonesian people, even the educated, know a little or know nothing about child rights. Actually, Indonesian government has taken many efforts to realize **3P**s (Provision, Protection, and Participation) of child rights.

For provision, the government of Indonesia implements some programs, such as: (1) Additional Food Program for School Children (*Program Makanan Tambahan Anak Sekolah*), (2) Milk Drinking Movement (*Gerakan Minum Susu*), (3) School Doctor (*Dokter Sekolah*), (4) Act of Education System, number 20/2003, where 9 years education is compulsory for all children, (5) Financial Assistance for School Operation (*Bantuan Operasional Sekolah*), and (6) Financial Assistance for Poor Students (*Bantuan Siswa Miskin*).

Dealing with Protection, with the law on child rights, Law Number 23/2002 (*Undang-undang Perlindungan Anak*), Indonesia concerns very much in protecting children from trafficking, employment, parents' ignorance, bullying, and abuse.

With regard of participation, Indonesia promotes many programs related to the right of child freedom of conscience expression. In education context, the government implements many programs that are intended to encourage the students to be active in the classroom or at school. Through the 1984 curriculum, the teachers were urged to implement CBSA (*Cara Belajar Siswa Aktif*/Active Ways of Students Learning), and with curriculum 1996 the teachers and teacher candidates should implement PAIKEM (*Pembelajaran Aktif, Inovatif, Kreatif dan Menyenangkan*/Active, Innovative, Creative, and Friendly Learning). Much in-service training is conducted to facilitate the teachers to implement that program. The teacher training colleagues are also invited by the municipality to coach the teachers in the local area such as in MGMP (Teachers Group by Subject) which are held every week. The trainings and coaching are usually focused on how the content standard, process standard, operation standard, and evaluation standard are all arranged in lesson plans and in implementation in the learning process. Related to student organization, there is an OSIS (Internal Student Organization of School) in every school of Junior and Senior Secondary School. This organization enables the students to take part in school activities although it has not functioned as students' council yet.

Muhammadiyah Primary School (MPS) 16 is the second biggest Muhammadiyah primary schools out of 23 in Surakarta. There are total 18 classes, so each grade consists of 3 classes parallel, with total students 638. There are 26 teachers, 9 males and 17 females, and 2 school's staffs. The school area is around 1.090 meters square, with two stairs building.

Actually the principal, teachers, parents, and Muhammadiyah board have done many efforts of implementing child rights, although they are not aware of that they have done those matters. For Provision for example, there are some activities: (1) "Having lunch" at school once a week for grade 1 and 2 which is conducted by the students' parents, and the menu should represent healthy foods (carbohydrate, protein, vegetables, fruit, and milk). (2) Health checks conducted by the Local Government Clinic (*Puskesmas*) which is intended to check the students' health regularly and to monitor whether the students grow well or not. There is also "Health Dissemination" which is meant to anticipate or avoid epidemic diseases, such as malaria, dengue fever, bird flu, and so forth. Vaccination for students of grade 1 is also conducted regularly. (3) Financial Assistance consists of three types, (a) BOS (*Bantuan Operasional Sekolah/* Financial School Operational Assistance) is given by the state. (b) BPMKS (*Bantuan Pendidikan Masyarakat Kota Surakarta/* Education Financial Assistance of Surakarta) given by the municipality is a scholarship for poor students. This school gets 197 out of 638. (c) BSM (*Bantuan Siswa Miskin/*Financial Assistance for poor student) is given by the state for the students whose parents' salaries are lower than UMR (*Upah Minimal Regional/*Local Minimal Rate of Salary).

For Protection, this school has some activities that are intended to make students feel secure and comfortable, although some violence still happens to the students. The principal got some short messages from the parents who told that some teachers still do corporal punishment and bullying. For example, if the male students have long hair, longer than their ears, the teacher cut a part of their hair. The principal has also got reports from some female students of grade 5 or 6, told that there was a teacher who commented on the big breasts of the students, and unfortunately the male students imitated the teacher's abuse repeatedly. The principal has also received some anonymous letters told that the teachers gave too much homework, and never checked and scored them properly. If the students missed that homework, the teacher punished them. The teachers also expressed such threatening remark for student whose score below average that they would fail for the National exam.

For these situations, the principal has done many efforts to foster the protection. He did such like "*among siswa*" (welcoming students) in the form of shaking the students' hand at the gate of the school, did a routine briefing for all teachers to avoid bullying or abuse, asked parents to tell (report) him if there is a bullying to their children.

Regarded with Participation, all teachers have been urged to implement PAIKEM, since they have joined the trainings. PAIKEM is an approach of teaching and learning introduced by the government of Indonesia. It is a concept of learning which is based on the theory of constructivism where knowledge is built from the students' experiences, learning is a process of gaining experience, experience grows from the result of interaction, and learning should be in realistic setting with holistic assessment. The

principles of learning process in PAIKEM are (1) Meaningful learning which means that the learning activities are to gain cognitive, psychomotor, and affective learning achievement; (2) Students centered learning which is to enable the students to develop their potential; (3) Providing real experiences in the forms of listening, reading, retelling, and doing; (4) Developing social skill and character building; (5) Developing curiosity, imagination, and the nature of believing God.

The principal has also checked the lesson plans, whether they have fulfilled the design as suggested by the process standard or not.   Some teachers (about 30%) have made the lesson plans and implement them in line with PAIKEM and process standard in the classroom which consist of 3 phases; Exploration, Elaboration, and Clarification. The teachers have tried to rearrange the students´ tables in different ways but because of the big number of the students and the limited space, this effort seem to be not maximal. They have also tried to implement some active learning techniques but lecturing is still dominating their teaching.

In line with this expectation, this project is intended to **revitalize** the implementation of the 3Ps of child rights in MPS 16 to change the existing CR related norms into desired ones. In the implementation, there are some steps to take. The first is taking such efforts to make teachers, students, parents and other stake holders aware of the significance of implementing CRC in the form of dissemination. Awareness is the first priority since the implementation of CR need to be supported by the stakeholders. The second step is coaching the teacher to step by step designing and implementing the CRC through authentic and participative learning. The third step is evaluating and redesigning school rules, and the fourth step is monitoring and evaluating the implementation of CRC in school as well as the project.

Purpose

The purpose of this project is to **revitalize** the implementation of children's rights, specially   the participation of grade 3 students in the learning process through authentic and participative learning together with protection in Muhammadiyah Elementary School 16 of Surakarta.

Methodology, Result and Discussion

This elaboration of methodology, result and discussion is divided into 3 parts, namely dissemination, implementation of authentic and participative learning, and formulating of school rules. The discussion of each part is followed up by presenting the result and the discussion. The part of way forward is placed at the end.

Dissemination.

Dissemination is held by conducting meetings with stakeholders because the implementation of the program needs to be supported by them. The team prefers to conduct bottom-up meetings rather than top-down. It means that the team talks to the teachers, school staffs, students, and parents first, before talking to the school committee and Muhammadiyah board. The reason is that besides the board has gained the knowledge of CRC from the previous team, this team wants to impress the school that the implementation of CRC is not because of the instruction but the need of the school itself. The second activities are conducting workshops on the authentic and participative learning, and implement them in the real classroom.

Meeting with Teachers and School Staffs

Description

The meeting, which was attended by all members of this project, teachers and school staffs, was conducted on June 29, 2012. The flow of the meeting is described below:

1. The principal, who is also the member of this project, initiated the meeting by sharing vision first. He related the existed norms that are the norms written in school's vision and mission with the concept of CRC. The team then brought the meeting into a focus group discussion (FGD) situation where the teachers and school staffs are invited to find the similarities and differences between those visions, and identify which parts of vision and mission, related to child rights, have already been implemented.

2. In the setting of FGD the teachers and staffs described some activities related to the child right that had been done, and evaluated the implementation. They were also invited to propose some new possible activities to be conducted in school.

3. The principal showed good appreciation and gratitude for the teachers and school staff for holding some programs for the students well, treating the students properly inside and outside the classroom, caring with the way the students behave, keeping away students from all things that endanger them, and having good relations with the parents. In this point, the team found a good situation to offer the CRC project.

Result and Discussion

The result of the meeting with teachers and school staff are:

1. There is no contradiction between values of CRC and school vision and mission.
2. Many activities had been done for the children and they correspond with school vision and mission and CRC as well
3. Teachers and school staff showed commitment that CRC is to be implemented in this school because child friendly school promotes a big concern to the children.
4. Many activities are recommended to be done since the values of child friendly school needs to be promoted further.

Because the socialization of CRC to teachers and school staffs was done by relating the values of CRC to the school vision and mission resistance did not appear. It was very valuable moment to plant and maintain the concern to child right in this school. In the process of this project implementation, the team encourages the teachers to realize their commitments. The example are (1) teachers implement some more active learning strategies in order that the students participation in learning can be facilitated; (2) teachers commit to themselves to do some more friendly activities to the students, such like *among siswa*, (which is previously done by the school principal only, now each teacher does it voluntarily based on specific schedule they make). They also observe the school situation at the end of the school hours in order that the students are picked up by their parents or relatives. Bullying and corporal punishment have now decreased in this school; (3) teachers voluntarily promote CRC to the community where one of the teachers will be the key person of the realization of Child Friendly School of the city of Surakarta. They also involve mass media for the promotion; (4) teachers do extra-curricular activities, such like art and sport more enthusiastically to encourage the students' participation. The result is that the students can win many competitions among the neighboring schools.

Meeting with Students' Parents

Description

The meetings with students' parents were conducted in July and August, 2012. The meetings were conducted six times since in each meeting the principal invited the parents of each grade. The team designed the meeting with the parents as the description below.

1. The principal, and the team, gave high appreciation to the parents for sending their children to this school and their willingness to be involved in the school activities. The team asked their motives of sending their children to this school,

their expectations from this school, whether the activities done by the management correspond with their expectation.

2. The principle also asked whether negative things were still committed by the teachers, school staff, and the management.

3. The team reminded the parents that this school concerns very much on the children. It can be seen from the school vision, mission, and the activities. The team asked how if the school add one more valuable concept to be implemented, which is Child Right. The team, then, brought the floor into the discussion of CRC.

Result and Discussion

1. Most parents stated that the reasons for sending their children to this school were for a good education; this school was not only fostering the cognitive abilities to be achieved by the students, but also educating the children with proper values and extra curricula activities.

2. The parents stated that there were too much homework; bullying, abuse and corporal punishment sometimes still existed; the activities done out of this school made the students happy, but it took money.

3. CRC could be implemented, because it concerns very much on children, promote good behaviors of the children, and protect children from danger.

If the socialization was done by relating the new norms to the existing, the resistance could be eliminated or at least decreased. Based on the result of the meeting above, the team encourages the teachers, school staff, school committee, and Muhammadiyah board to maintain the trust given by the parents by conducting routine meetings and provide evidence that this school handle their children well. The principle has also made coordination with the teachers related to the homework; bullying, abuse and corporal punishment are to be eliminated step by step. The team provided a letter box that facilitates the parents and students to tell to the management about abuse, bully-

ing, and corporal punishment. Because the values of CRC are universal, so it is easy to communicate the values to the community.

Meeting with Students

Description

The meeting with the students was conducted twice because to approach the students of the upper grades 4, 5, and 6 was different from approaching the students of lower grades 1, 2, and 3. The team invited the representative of the students of upper and lower grades on July, 10 and 11, 2012. The meeting with students can be described as the elaboration below.

1. The meeting was started by asking the students whether they were happy in this school, what kinds of activities made them happy, what things made them unhappy, what kinds of activities they expected to be implemented, what things should be avoided from the school. The answers of all questions were (firstly) delivered orally and only from some students pointed out by the team.

2. Based on the students´ answers, the team asked them whether they are happy if the school is safe for them, how they feel if they are protected, how they feel if anybody is not polite to them. Then, the team introduced that there is a concept of CRC that should be implemented in school.

3. Related to CRC, the team asked each of the students (from upper grade) to write down the things, activities, and events that made them happy and unhappy, the activities that should be implemented by the school, and the things that should be avoided from them. For the students of the lower grade, the responses for the points above were delivered orally.

Result and Discussion

1. Most students (92 %) wrote that they are happy in this school. The things that made them happy are the polite principal, the way the teachers treat them, the outing activities, school facilities (drum band, music, schools competition, and library). The things that made them unhappy are too much homework, bullying from the friends, and the anger of the teachers.

2. They were enthusiastic when they were offered the safe and polite school. They were curious to know the way to stop naughty students from doing bullying. The team said that it did not take too much time if students, teachers, and school staffs love each other, polite to each other, help each other, care to each other, and so forth.

If the socialization was done step-by-step, and is related to the students' interests, students' prior knowledge, and students' emotion, the resistance would not appear. The program of implementing CRC was accordingly supported by the students. In the second phase of meetings with teachers, parents, and school committee, the team communicated the results with them so that they could evaluate the school programs, and the students' interests could be accommodated.

Meeting with School Committee

School committee consists of six persons as the members. This committee is responsible as the partner of the schools' management in conducting school programs dealing with the participation of parents. The member of school committee is also the representative of the community around the school and the member of Muhammadiyah board as well. The meeting was conducted on August 18th, 2012.

The meeting was started by describing the summary of the meetings with the students, parents, teachers and staffs. The team also informed the project that would be implemented in this school. The forum reviewed the summaries, and the discussion came to the result that the students', parents', teachers' and staffs' responses could be accommodated in the school program and the committee supports the implementation of the project in SD Muhammadiyah 16 of Surakarta.

Meeting with Muhammadiyah Board

The meeting with Muhammadiyah board was conducted on August 4, 2012 at 03.00 – 05.00 p.m. The meeting was conducted in "Balai Muhammadiyah Solo" (Muhammadiyah board office). There were 20 persons in that meeting and it was supported by the whole team. In this meeting, the agents explained about CRC and all the programs that have been conducted and would be implemented in Muhammadiyah schools of Surakarta. The result of the meeting shows that Muhammadiyah board supports the implementation of the program dealing with CRC principles in the frame of Child-Friendly School.

Meeting with Muhammadiyah Teachers

Meeting with Muhammadiyah teachers was conducted in Mohammad Djasman Auditorium of Muhammadiyah University of Surakarta. The meeting was carried out on September 5, 2012. The meeting was handled in the form of an International Seminar on Child-Friendly Teaching. The activity was started at 09.00 a.m. and ended at 01.30 p.m. Mrs. Bodil Rasmusson was the keynote speaker in this forum. She has explained much about CRC in front of 350 Muhammadiyah teachers. The participants were also very interested in this seminar. It could be seen from the great number of questions from the participant. Based on the time schedule, the seminar should be closed at 12.00 a.m., however, because of the great number of questions so the forum was closed at 01.30 p.m.

Workshop on Authentic and Participative Learning

The workshops were conducted 3 times. The forum used was the forum that the school usually uses for in-service-program. The workshops were compulsory for the teachers since they were in line with the government and school program that is enrichment on the teaching matters program.

Description

1. The first workshop, conducted on July 21, and 22, 2012, was focused on some points; (1) making a reflection on the teaching methods that the teachers had implemented in the classroom. It was also related to the principles of PAIKEM suggested by the government; (2) discussing the underlining philosophy of why active and innovative methods are needed; (3) offering authentic and participative method. There were 26 teachers involving in this workshop.

2. The second workshop was conducted on July 27, 2012. It was focused on the implementation of authentic and participative learning methods. The methods of participative learning introduced are *Answers Gallery, Card Sort, physical Self-Assessment, Peer Editing, Questions Students' Have, Reading Guide*, etc. The Authentic methods are *Students' Visit, Role Play, Students' Pictures, Realia,* etc.

3. The third workshop was conducted on August 4, 2012. It was for the third grade teachers only. The team did a coaching of how to plan, manage the classroom, and implement the assessment. These steps were followed by visiting "BATIK" gallery as one of the realizations dealing with authentic and participative learning.

1. From the reflection phase, it was known that the teachers had implemented PAIKEM well. They also knew a little the philosophy of implementing active and innovative learning. When the team introduced comprehensive philosophy it seemed that it enriched the teachers understanding. No resistance appeared.
2. The participants were involved in the process of learning method implementation and the visit of BATIK gallery.

Implementation of Authentic and Participative Learning

It is fortunate that the school has implemented PAIKEM in which the learning process is arranged based on the process standard released by the government which consists of some steps, namely exploration, elaboration, and confirmation. In the step of exploration, the students are brought to the situation where the teacher guides them to relate the topic they will learn with their prior knowledge. The teacher usually shows pictures, provides examples, or tells such story to reveal the students' background knowledge. In elaboration, the students are facilitated to do observation, identification, group discussion, and presentation on the topic being learnt. In confirmation stage, the teacher and students make summary, and clarify misconception.

The teachers have implemented the steps of process standard sufficiently, but the limited understanding on learning philosophy make the awareness on the significance of implementing active and innovative learning limited too. They still feel that implementing active learning is a matter of instruction. The following parts discuss the two point's namely participative and authentic learning.

Description

1. Participative Learning
    Introduction of participative learning together with the philosophy of learning is intended to make the teachers well aware of the significance of students' participation in learning. The following learning philosophies are introduced in the setting of workshop. According to Davies (in Aryani, 1997: 23) lecturing method has to be decreased because of some the weaknesses. The teacher speak 100 – 200 words per minute, students listen 50 – 100 words per minute. Students' attention decrease every minute (70 % materials are understood in the first 10 minutes; but the last 10 minutes only 20% materials are understood). Other philosophy on learning is also given by Magnesen (in Aryani, 1997: 23) who states that We learn 10% from what we hear, 30% from what we read, 50% from what we hear and read, 70% from what we say, 90% from what we say and do. Confucius (in Aryani, 1997: 24) states a wise satire such like this, What I hear, I forget; What

I see, I remember; and What I do, I understand. The statement of Confucius is then revised by Mel Silberman (in Aryani, 1997: 25) with his statement What I hear, I forget; What I hear and see, I remember a little; What I hear, see and ask question about or discuss with someone else, I begin to understand; What I hear, see, discuss, and do, I acquire knowledge and skill; and What I teach to another, I master. Ramsden (in Aryani, 1997: 25) gives other theory that is Teaching as telling or transmission, teaching as organizing students' activities and teaching as making learning possible. This theory tells the level of teaching qualities. The lowest one is that teaching is just telling or informing something to the students, the next is that teaching is activities where the teacher is organizing the students' activities, and the highest one is that in teaching, the teacher should take efforts to make the students learn.

The philosophies above emphasize the significance of involving the students in the learning process. The students begin to understand if they start asking questions and discuss the topic with others, and if the students are involved to do or to practice the thing being learnt, they acquire knowledge and skill. If the teacher gives the students opportunity to share the knowledge and skill to the others they can master the concept or principles well.

The participative workshop, such like practicing *Answers Gallery, Card Sort, Physical Self-Assessment, Peer Editing, Questions Students' Have,* is not only to enrich the teachers' learning strategies but also to penetrate those philosophic values to the teachers.

2. Authentic Learning

In implementing authentic learning approach, the teachers and the team try to relate the concept of social sciences written in the students' book with the reality in the real world. The book has been structured based on the competencies that the students have to achieve. The team and the teachers implement the practical steps to facilitate the students to do meaningful learning, which means that the learning process is meaningful if the learners can relate the significance of the topic being learnt with the real life. The students do not only memorize the concept, principles, or theory without knowing how to use them. The steps implemented by the team and the teachers are *observing, questioning, associating*, and *networking*.

The example is that, in the students' book it is stated that the students should understand the concept of "human needs". Then in authentic learning setting the students are asked to **observe**, and write a list of the goods purchased by their mothers at the beginning of the month, since in Indonesia there is a habit that a family does a monthly shopping to fulfill their family needs. In this step, the students just need to write a list of goods. Then the students are asked to propose **questions** to their mothers about the amount of money spent for their daily life in a month. The list of the goods and the

answers of the mothers, then, is brought to the classroom. Based on the students report, the students do a group discussion to rearrange the list of the goods purchased by their mother according to the significance of the goods to human life. The students are also asked to find the reasons of why the new list is different from the previous one; why the food, clothes, and housing are placed at the top row, while toys and ice cream are at the bottom. In this step the students are in the step of **associating**, since they relate the real things (list of goods according to the significance for the human life) with the abstract concept: "primary, secondary, and tertiary needs". The teachers then ask the answers given by the students' mother related to the family budget. The students must find that the family budget is greater than the budget allocated to purchase goods. The students find that their mothers' budget shows a great amount of money for education, but low for recreation. The students are then guided to relate and synthesize the two different things, the list of the goods and the family budget. In the last step, the students come to the step of relating the group findings and the findings of other groups, and this is the step of **networking.**

This kind of learning strategy is implemented for other topics of social sciences, such like 'practicing *sell* and *buy*', 'market' (traditional market), 'entrepreneurship' (milking, batik), 'manufacturing' (tea), and so on. In implementing this strategy, the teachers make lesson plan, prepare instrument for stimulating the students learning, and making instruments to monitor the students' participation, and achievement. The instruments used for stimulating the students learning are list of aspects to be observed, list of questions, form of table, etc. The instruments used to monitor the students' participation are a table of observation, and to measure the students´ achievement the teachers conduct a test.

Result and Discussion

For the teachers, besides participative and authentic learning, the strategies enrich the teaching model, they can also apply the ideal values as introduced in the teaching philosophy. The authentic learning enables the students to have experience of early exposure to the real world. It also makes the learning effective because the students' participation in learning is maximal, the abstract concept or the relation between concepts can be conveyed easier. For the students, participative and authentic learning make them happier because they understand the concept easily, they are avoided from monotonous situation where memorizing all information without knowing the uses dominate the learning process. Participative and authentic learning are also meaningful for the parents and school because the students achievement is better than usual. The other impact

is that the learning process shows the social side of learning where the students can work in group or in collaborative manner. The students of upper average can facilitate the lower and it is automatically build the feeling of tolerance, appreciative, sympathy and empathy among students.

School Rules

The school rules are all collected data dealing with the rights that will be given to all students of SD Muhammadiyah 16 of Surakarta. This data are taken from students, teachers and parents. Then, the collected data are analyzed by using interactive analysis. Both students and parents as well the teachers may express what they want to express based on their understanding to student rights in the class and school. Then, collected data are crosschecked with one to another to get internal validation. The result of data verification, were then brought to the team to be discussed. After having conclusions from the collected data they will be approved by the headmaster and the deputy of Education on behalf of Muhammadiyah Board of Surakarta.

Description

1. Questionaire for Parents
   All students' parents are given a questioanire consisting of the questions: 1) What activities should your child do in the school?, 2) What activities should not your child do in the school? and 3) What student rights (your expectations) that should be given to the your child from this school?. These questions are needed to know how far their parents may give contribution in making student rights in SD Muhammadiyah 16 of Surakarta.

2. Questionaire for Students
   All students' of the third grade are given a questioanire having of the questions: 1) What activities that make you happy in this class?, 2) What activities that make you sad in this class?, 3) What can you do in this class?, 4) What cannot you do in this class?, 5) What can you do in this school?, 6) What cannot you do in this school? and 7) What (is) are your expectation (s) from this school? These questions are given to students to know how far they may give contribution in making student rights in the school

3. Questionaire for Teachers
   All teachers of SD Muhammadiyah 16 of Surakarta are given a questionanire consisting of the questions: 1) What can your students do in this class?, 2) What can you students not do in this class? 3) What can your students do in this school? 4) What cannot your students do in this school? and 5) What rights should be given to the students in this school?

The full flow chart for getting the data from the three parties, and analysing the collected data can be seen as follows:
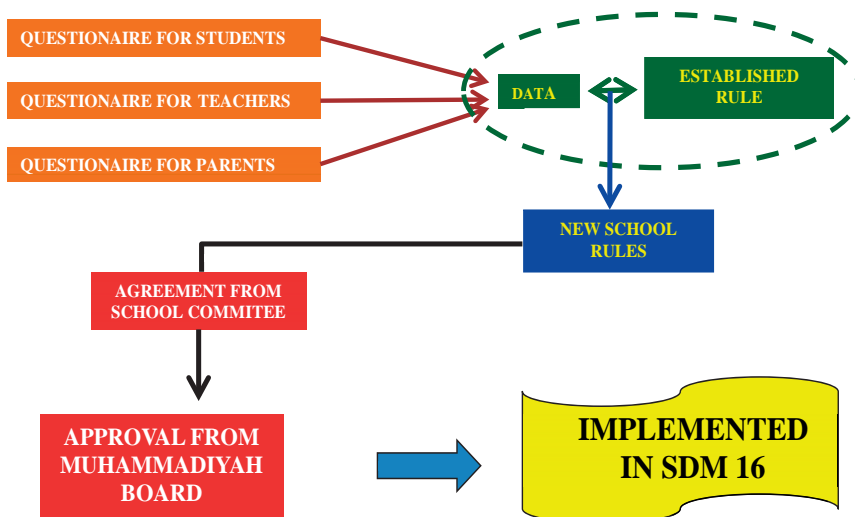
Result and Discussion

After getting the complete data from students, students' parents and teachers, then the team analysed the collected data. The team reduced all similar data and tried to make verification between data taken from students to the data taken from students' parents. Next, the team verified again the fixed data to the data taken from teachera. The final result of the data verification among the data taken from students, students' parents and teacher can finally be formulated as the students rights of SD Muhammadiyah 16 of Surakarta.

After analyzing the collected data, the following are the main rules to be implemented in SD Muhammadiyah 16 Surakarta.

1. Students arrive at school before 07.00 o'clock.
2. School uniforms:
- **Monday- Tuesday**
  The uniform used every Monday is white and red color
- **Wednesday-Thursday**
  The students wear white and brown color
- **Friday**
  They wear boy scout uniform (brown color)

- **Saturday**

  The students may wear Batik (School Identity)

3. Female students should wear a cowl (head cover)
4. Always greet "*Asslamu'alaikum*"
5. The student should shake hand with teachers when coming and leaving the school
6. Bringing communication book to school everyday
7. Getting permits from their teacher to leave the school during the prosess of learning
8. Avoiding a culpable action, becoming a prestigious student and developing the creativity.
9. Expressing the idea freely, creatively and innovatively
10. Expressing an art and culture in school
11. Getting a full heartily love
12. Getting a good academic atmosphere, personality, service of health, a guidance of creative mental, discipline, self-confidence and logical thinking.
13. Having a harmonic relationship with teachers, staff and principle.
14. Getting a scholarship, a sense of safety, and a special value of Koran and hadist.
15. Getting nonphysical punishment and a nice teaching learning process
16. Joining an "ethic-kindness" education
17. Joining an extra curricula activity, reading Koran and and "outing" classes
18. Rejecting a "*khurafat*" activity, a children exploitation, and fearful activity
19. Practicing and implementing the politeness to everyone
20. Participating actively in making the school decision and taking a good appreciation to the teacher

Monitoring and Evaluation

Monitoring and evaluation are done by the along the implementation of the program. Monitoring and evaluation are done in different ways, namely:

1. Observing the Lesson Plans

   In the initial part of the program, the team was involved in making the lesson plan. It was meant to monitor whether the learning design, the materials, the instruments, and the assessment match with the desired one. It was difficult for the first time; especially in designing the steps of authentic learning which was different from the usual format that the teachers are familiar with, but later it was easy after the teacher knew the philosophy of learning. The following lesson plans were made by the teachers themselves and then monitored by the principal.

2. Observing the Implementation.
   During the implementation, the team let the teachers conduct the process of learning by themselves. The team monitored the process by observing the activities, the steps of learning as written in the lesson plan, and taking notes of the strengths and weaknesses. The team also monitored the students' academic achievement by observing the students' scores. The results of observation were then used as a basis of reflection in the forum of group discussion.
3. The results of monitoring and evaluation showed that the student's participation in learning increased significantly, the participative and authentic learning could be implemented properly, the students' academic achievements were better than before, and both the teachers and students felt happy.

Way Forward

1. Participative and Authentic Learning
- The School of Muhammadiyah 16 will continue the implementation of the authentic approach to the other grades (grade 4 and 5) and to other Muhammadiyah Schools as well.
- As the Lecturers of Teacher training faculty, the team will use the experiences to implement CRC in the training of teachers candidates + teachers in general (in in service training)
2. School Rules
- After the analysis of the questionnaire has been finished, the team will continue to formulate the draft of the new school rules. The drafts are then discussed with the school teachers and principal and the school committee before declared as the new rules.

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MALAWI

Child participation in decision making at school

Priscilla Thawe, Jeremiah Mpaso and Joyce Masache

1. Introduction

Malawi ratified the Convention on the rights of the Child in 1991. Since then, Malawi has shown a strong commitment in protecting and promoting the rights of children. These commitments have subsequently been enshrined in national legislation through the Constitution of the Republic of Malawi and other child related laws. Although CRC implementation is considered as a priority programme of the government of Malawi when it comes to children issue at all levels, there are still a number of CRC related issues, dilemmas and challenges that can be highlighted in many ways particularly in the field of child participation especially in schools.

For this reason, Batch 16 Malawi team planned to implement a change programme focusing on involving children in decision making at school in order to strengthen children's level of participation. Participation, herein, is where children take part in and influence processes, decisions and activities that affect them in order to achieve greater respect, promotion and protection of their rights. Batch 16 believes that this will in turn reduce cases of child abuse and violation since it will give children the opportunity to be heard on all matters affecting their lives. In this case, concentration is in a school setting.

This Project further draws lessons from Batch 13 which focused on strengthening the level of participation on the part of the child learner. The change work was implemented in a school setting at Chimutu Primary school and it revolved around the learners

of the school as target group. However, the project faced some challenges because there has been some resistance to change from the teachers who feel a child need not to have more and in-depth knowledge on their rights because it misleads children, promotes rudeness on the part of the children and they do not become responsible citizens of the country. Therefore, for purposes of sustainability of the project, Batch 16 also focused on child participation with the main aim of changing teacher's attitude and perception towards involvement of children in decision making. This time around, the Batch 16 moved from the urban to rural setting at Njewa area to two Primary schools and one Community Day Secondary School. The team took advantage of the training on Child Rights which the Head teacher of Njewa Primary school underwent. The head teacher has basic knowledge on child rights and it was easier for him to influence others in changing their attitude and perception towards children's involvement in decision making.

2. Frame of reference

Protection and promotion of child rights in Malawi still remains a big challenge despite the various efforts made by the Government, civil society and various stakeholders. Children in Malawi continue to experience violence, exploitation and abuse across all areas of their lives. The violations include physical and psychological abuse, sexual abuse and sexual harassment. The violations occur in the homes, schools, streets, places of work and entertainment and in the care and detention centres. Cases of child abuse hit the headlines on a regular basis in the country. We read and hear horrendous stories and media reports about neglect and cruelty, about the system letting children down. This indicates that cases of child abuse are still on the increase despite several interventions and emphasis on child protection to protect children from violence, abuse, exploitation and neglect by government and its partners.

The Government of Malawi and Non Governmental Organisations (NGOs) have tried to come up with interventions that are aiming at protecting children from various forms of abuses, and promote respect of the rights of children and thereafter reduce cases of child abuse, but violations of the rights of the child are still taking place.

2.1   The legal framework

The legal framework governing children's affairs in Malawi responds to this situation, particularly in the family environment and alternative care, safety of children, violence against children, the rights to life, right to participation, survival and development, health and welfare, and education. The legal framework is very relevant in the imple-

mentation of activities towards providing support, care and protection to children in Malawi.

2.1.1   The international framework

The pertinent international human rights instruments are the Convention on the Rights of the Child (CRC) to which Malawi is a party and the African Charter on the Rights and welfare of the Child, (ACRWC).

2.1.2   The national framework

The Malawi legal framework on children's rights is primarily composed of the Constitution of the Republic of Malawi as the supreme law of the land and various statutes, such as: the Child Care, Protection and Justice Act, 2010; the orphans and Vulnerable Children's Policy; the Early Childhood Development Policy; the Prevention of Domestic Violence Act 2006; the Employment Act, 2000, the Penal Code, The Deceased Estates (Wills, Inheritance and Protection) Act and the National Registration Act as well as relevant international human rights instruments to which Malawi is a party.

The adoption of the Child Care, Protection and Justice Act, 2010 can be described as a mile stone for Malawi. Beyond the consolidation of most child-related laws into one law, the Act entrenches the basic general principles for the protection of children's rights namely: survival; protection and best interest of the child; development and participation of children in matters affecting them. In addition, the Act has put in place safeguards for: the promotion and protection of children's civil rights and freedoms; provisions for family environment and alternative care; violence prevention and redress, rights to basic health and welfare, education, leisure and cultural activities; and special protection measures The enactment of the Child Care, Protection and Justice Act therefore, presents an opportunity for optimizing the protection and promotion of children's rights in Malawi provided the appropriate measures for enforcement of these Act are put in place.

At school level, other laws such as the 50-50 Selection rate Policy, Re- admission Policy, child friendly schools initiative, Free primary education (1994), also make significant contributions to a strong legal framework for the promotion and protection of children's right to education.
A totality of all these laws, policies and international human rights instruments put in place safeguards for the promotion and protection of children's civil rights and freedoms; violence prevention and redress, rights to participation; right to education, basic health and welfare, leisure and cultural activities; and special protection measures.

Despite all these Laws, the prevailing normative framework continues to be daunted with a number of challenges that stand in the way of the effective realization of chil-

dren's rights. The implication of this is that the children's rights remain far from being effectively realized. Some of the challenges are lack of effective enforcement on child related laws, lack of advocacy on the existing laws, International conventions and policies, no proper and effective follow up mechanism on child abuse cases.

2.2 Child participation in schools

In Malawi, child participation in schools exists but at a lower level of carrying out decisions by adults. Despite all the efforts being made by the Malawi Government to ensure that children are involved in all levels of decision making, child participation is still not implemented in schools and homes. Right to participation by children is viewed with mixed feelings by teachers, parents and leaders. Children rarely take part in decision making as a result they don't benefit from matters affecting them. The main reason for this is because adults do not appreciate that children can be active participants and contribute meaningfully in matters affecting society. Secondly due to cultural beliefs, participation of children in development is not accepted. This is also perceived by the children themselves. They are not given chance to participate in developmental and other activities and are perceived to be rude if they try to contribute. Further to this, when children try to take part, their views are rarely taken on board.

Another challenge is high school enrolment and work load on teachers which leaves teachers with a lot of work to do as a result; they have no concentration on children. The other challenge is limited resources on child rights /protection programs especially in schools.

It is for all these reasons that the change work for Batch 16 focused on involving children in decision making thereby strengthening children's level of participation. Participation, herein, is where children take part in and influence processes, decisions and activities that affect them in order to achieve greater respect, promotion and protection of their rights.

In this case, the change team focused on articles 1 which defines a child as any person below the age of 18 and Article 3 which gives guidelines that all activities should be in the best interest of the Child. The change will further focus on articles 12, 13, 14 and 15; and articles 28 and 29 of the CRC. Article 12 of the CRC entitles children to play an active role on issues and decisions that affect their lives. This therefore, enforces the right to challenge abuses and take action to promote and protect their rights. Article 13 gives the children the right to freely express their views on issues that affect them. Article 14 gives the children an opportunity to think for themselves on issues that are in their best interest. Articles 28 and 29 of the CRC entitle children to relevant and qualitative education and stipulate state parties to recognize children's rights to relevant and qualitative education.

2.3   Target area

The project was implemented in Njewa zone which is the rural setting of the Western side of Lilongwe district. The area has eleven schools but our focus was on three schools namely Njewa Primary School, Chitipi Primary School and Njewa Community Day Secondary School. The project is therefore being implemented in these schools. Njewa has been chosen because the schools have a head teacher who has basic knowledge in child rights. The head teacher underwent training in child rights and will work together with the change team in implementing the project.

2.4   Target group

The main target groups for the project were primary School teachers from Njewa and Chitipi Primary schools, teachers from Njewa Community Day Secondary School, and the head teachers from the 3 schools. The project further targeted 70 children from standard 5 to 8 from the two primary schools and 30 students from forms 1-4 at the day secondary school. The change work also revolved around parents, traditional and Community leaders around the area, school management Committees, Parents and Teachers Association (Executive Committee), and the community surrounding the schools. All these need to realise that children have rights and these rights have to be enjoyed and respected.

Stakeholders were also involved in the project. In this project, involvement of stakeholders was in two parts:-
Primary Stakeholders (those directly involved) namely: - Head Teachers from the three schools; Primary Education Advisor; School Management Committee and Human Rights Club Patrons. The second part is Secondary Stakeholders, those indirectly involved namely: - District Education Manager for Lilongwe Rural West; Ministry of Education, Science and Technology; Malawi Human Rights Commission; Ministry of Gender, Children and Community Development; Organisations dealing with children issues in Lilongwe and the surrounding districts namely; Plan International, World Vision, UNICEF, Eye of the child, are the target stakeholders for the project. Community Based Organisations and Community Child Protection Workers were also involved as secondary stakeholders.

The Ministry Education was involved as our major stakeholder. The Ministry and all stakeholders were involved at all levels.

3. Purpose

The main purpose of this project was to increase child participation in decision making. Specifically the project aims at achieving the following objectives:

- Changing the teachers' and members of the community's attitude and perception towards involving children in decision making that are crucial to school governance
- Ensuring that the children themselves and teachers know and understand the values of children's participation in decision making
- Establishing human rights clubs to which will be our medium of bringing children participation where the learners take an active role and with a view of strengthening child participation at the schools.
- Establishing class and school councils as direct structures that will offer maximum participation to children.

The focus of the programme therefore, was to strengthen child participation in decision making on matters affecting them at school

4. Methodology

In order to achieve the desired objectives, the team applied a number of pedagogical strategies in the implementation of the project. The follow up seminar in South Africa availed the team other well intentioned child friendly practices which further influenced the methodological approaches.
The following methods were used:-

4.1   Meetings

Preliminary meetings were held with various stakeholders like:
- The Executive Secretary for Malawi Human Rights Commission
- The Director of Children Rights at the Human Rights Commission (the department where Jeremiah and Priscilla are affiliated to)
- The District Education Manager for Lilongwe Rural West
- The Head Teacher for Njewa Primary School
- The Head Teacher for Njewa Community Day Secondary School
- The Head Teacher for Chitipi Primary School
- Primary Education Adviser (PEA) for Njewa zone

The team also had a series of meetings with learners through focus group discussions, class representatives and school council.

The purpose of all these meetings was to introduce the concept of the project, share views and experiences, obtain permission and in case of teachers, agree on the planned activities.

4.2   Focus Group Discussions

These were held with the head teachers, teachers of the three primary schools class representatives of the three schools, Committee representatives and the PTA. The purpose of the discussions was to introduce the concept and do some consultations for the successful implementation of the project.

4.3   Sensitization meetings/workshop

The workshops aimed at sensitising the teachers, learners, parents and members of the community on child rights and responsibilities.
The following workshops were carried out
- The training of teachers
- Training of the learners
- Training of members of the community

4.4   Dialogues

Dialogues were also carried out with the teachers, learners and parents from the three schools. These were centred on children's involvement in decision making

Development of IEC materials was also used to disseminate information to the target groups.

Monitoring and follow ups were done every month.

5. Activities

The team has implemented various activities since the commencement of the project. Going by the planned activities it is observed that some activities were not implemented in the planned way. This has been due to other factors considered necessary for the success of the programme. Some of the changes include;

5.1   Establishment of child rights clubs

Visits to the school indicated presence of child rights clubs therefore; the activity of establishing child rights clubs was foregone. However, there remains an issue of strengthening the child rights clubs and giving children a voice in such groupings as an area that needs improvement.

5.2   Training of teachers

Initially the plan was to train 15 teachers from three schools with each school having 5 representatives. However, during the consultative period with other various stakeholders it was recommended that more teachers be trained in Child rights and child participation. Therefore, the team had a big task of getting enough resources for the trainings. It was revealed that teachers attitude on all issues of empowering children to claim and promote respect of their rights has always been negative as they have thought such promotion activities are aimed at fighting against the authority of a teacher. As such they have always been resistant to all issues of promoting child rights. In this regard 50 teachers were trained in child rights and child participation. The major activities that were accomplished as planned include:-

Courtesy visits to relevant key authorities in the implementation of the project

After completing phase II of the programme in Sweden, the team thought it wise to pay courtesy visits to relevant authorities to introduce ourselves and the nature and scope of the programme. Such people visited included:
- The executive Secretary for Malawi Human Rights Commission
- The Director of Children Rights at the Human Rights Commission (the department where Jeremiah and Priscilla are affiliated to)
- The District Education Manager for Lilongwe Rural West
- The Head Teacher for Njewa Primary School
- The Head Teacher for Njewa Community Day Secondary School
- The Head Teacher for Chitipi Primary School
- Primary Education Adviser (PEA) for Njewa zone

At the meeting of all these authorities information disseminated regarded the composition of our team that it composes three members from two different institutions. The team works as volunteers without any funding and is working as Change agents with an aim of initiating change to give children greater opportunities to participate in issues that affect them at school. It was also emphasized that this is a programme rather than a project to distance it from what people expect of a project more especially its financial benefit. The programme is aimed at streamlining child participation into daily business of the school.

Further the briefing highlighted that three schools of Chitipi Primary, Njewa Primary and Njewa Secondary are targeted as a pilot but with an intention to roll it out to all schools in Njewa Zone

Briefing session with all head teachers from schools in Njewa Zone

After the courtesy visits there was a request from all head teachers in the zone to have a brief meeting with them on the detailed nature of the project. They requested to have an insight on child rights and child responsibilities and how schools can implement child participation in decision making at the school. Though our plan is to implement in three schools as a learning point other school heads thought there might be some lessons they can implement on their own. This was viewed as an opportunity and such a meeting was arranged on 2nd October, 2012 (see attachment of the programme in appendix I). Detailed content covered at this meeting is attached in appendix II which has been the same content covered during the trainings with teachers. Schools represented are: Lingadzi Primary School, Mbavi Primary School, Chitedze Primary School, Mphanje Primary School, Muzu Primary School, Lilongwe Airbase Primary School, Phereni Primary School, Sankhani Primary School, Chitipi Primary School, Njewa Primary School and Njewa Community day secondary School.

Following the discussion with head teachers it was clearly revealed that teachers for a long time have been reluctant to accept the concepts of child rights and child involvement in decision making because various organizations have handled the promotion of child rights in a confrontation manner. This implies that they have always empowered children and the community to rise up against teachers whenever they have violated the rights of children. Little have been done by various organizations that promote child rights to instill the sense of responsibility in pupils.

An example was cited of the Learning without fear a programme implemented by Plan International (Malawi Office) whereby children were sensitized to write what they see as hindrances to their education and through their concerns in a box. This box was only managed by Plan Malawi officers who visited the schools at times to open the boxes and read what children have written. To their disbelief children resorted to writing obscene words against teachers to an extent that the programme was just abandoned. Teachers

had no effective role in the programme as there was no forum where they could come together and discuss pupils' concerns.

Therefore, after presentation of our programme, these head teachers welcomed the programme with its focus and one other impressive thing they promised to revive the Learning without Fear programme on their own in order to create a favorable learning environment to the pupils

Training of teachers from the three schools in the programme

In order to achieve one of the goals of the project which is changing the teachers' attitude and perception towards involving children in decision making, trainings of teachers in child rights were arranged. The first training involved 25 teachers from Chitipi primary school. This was a one day training covering various topics relevant in equipping teachers with skills and knowledge in child rights and child participation. The session also tackled on establishment of students' councils and how they are expected to function. This training was conducted on 2nd October, 2012 at Chitipi Primary school. This training drew all teachers at the school to the training. Another training of teachers was conducted at Njewa Teacher Development Centre (TDC) on 15th October, 2012. This training drew a total of 30 teachers to training. Among the 30 teachers 12 teachers were from the secondary school meaning that all teachers except one who failed to attend the training due to other commitments attended the training and 18 teachers from Njewa Primary school attended the training. Therefore, a total number of 55 teachers were trained in Child Rights and Child Participation.

In echoing the importance of child participation in decision making one teacher gave said "one day I heard children discussing the plan they employ to make their parents buy for them new clothes. One child explained to his friends that when he wants new pair of short after his mother has showed no interest he just go away tear the clothes and go back to his parents saying that he was climbing a tree at his short got hooked in a tree and the short was torn apart".

During both training sessions teachers clearly expressed their resentments towards promotion of child rights and with specific right to participation. For example one teacher asked this way; what will you do (Change Agents) after noticing that upon entering my class pupils whom you encourage to participate by forming a council have staged strike and up in arms against the teacher?

In responding to this fear it was stated that pupils needs to be taught what they are supposed to do and further to this constant interaction between teachers and children help to provide forum to raise their concerns amicably. This in turn helps to iron out possibilities of pupils uprisings.

Briefing session with school management committees and parents and teachers Associations from all three schools on the nature and scope of the programme

in advancing the child participation in decision making principle, representatives from the community that have roles to play at school were gathered on 16th October, 2012 for a briefing on the nature of the programme. Further to this the meeting aimed at highlight on how this programme might involve them. On this it was highlighted that taking the understanding of child participation which means "Involving boys and girls in the decision making process that affect their lives, the lives of their families and the community and larger society in which they live" it was then deemed necessary for members of the school management to have a glimpse of the programme bearing in mind that at one point in time their involvement will be required. For example when children in their councils establishes that some problems affecting their education emanate from family situations or parents and other community members behavior, then definably the Parents and Teachers' Association will be a responsible duty bearers to assist. Furthermore, the school managements are responsible for development projects at the school implying that children participation should also be embraced in this aspect.

During this discussion members of the committees echoed their sentiments on the importance of the programme as they welcomed it hoping that it will encourage children to become responsible and contribute towards their learning. For example one member requested that there should be discussions between the school management committee members, teachers and pupils on various contentious issues. The cited examples of freedom of dressing as to say how should a teacher dress in class. This was made in reference to what her child told her one morning when going to school when she thought the child has not dressed properly. The child responded to say a teacher cannot send her back home because teachers "dress worse" than her.

Creation of Student Councils

The discussion started with reviewing of structures already available in the schools. On several occasions school stressed that they have student councils. Therefore, the session wanted to align the school councils to what is already available in the schools

Structures for learners participation available at individual schools		
Chitipi Primary	Njewa Primary	Njewa CDSS
Sports club, Wild life club, Sanitation club, AIDS ToTO club Girl Guide, Bible club change , climate club, child Rights club, student council	Students Christian Organization of Malawi (SCOM), Girl guide, Climate change, Wild life, CCAPSO, Adventist , Youth, Quiz and Debate, Student council	Child Rights club, Girl guide, Bible club, Wild life club, Climate change club, Road safety club, Discipline club, Sports club, Student council
Student councils available at the schools		
Head boy, Head girl, Discipline, Sports, Members from other classes	Head Boy, Head girl, One member from each committee	Head Boy, Head girl, Sanitation prefect, Sports prefect, Discipline prefect Entertainment prefect
Frequency of meetings		
3 times per term	No specific time	Once per term
Agreed structure		
Pupils from std 3-standard 8 (2 class monitors per class) Head boy and head girl Representatives of school clubs	Pupils from std 3-standard 8 (2 class monitors per class) Head boy and head girl Representatives of school clubs	The prefects body and class monitors

Meeting with Plan International (Malawi)

The team arranged for an audience with the Programme Manager for child protection to sell the idea for possible financial support. In response Plan Malawi has adopted the concept of Child Participation in decision making which was not one of their major focus areas. As such they have released funding but through Malawi Human Rights youth Network which they are already funding in a different areas. Further to this, Plan Malawi has recruited a Child Protection and Participation programme officer who previously was titled as Child Protection officer.

After the follow up meeting in South Africa, the activities at appendix 1 were planned to take place. The team managed to undertake the following activities:

Meeting with the Director of Basic Education

During the implementation of the project, the Ministry of Education had a new Director of Basic Education. For this reason, the Malawi team arranged a meeting with the new Director with the main aim of briefing her about the project. The meeting was held on 28th December and Director welcomed the project and promised to give her support where necessary.

Meeting with Network members

The meeting was held on 18th April 2013 with the aim to strengthen the network and sharing challenges and experiences.

Development of guidelines on student councils and other materials to use during training

After the school councils were formed, the team developed guidelines (appendix 2) on student councils and other materials which were used during the trainings. These guidelines were submitted to Malawi Institute of Education to form part of the training in Human Rights and Democracy in Schools which the (Malawi) Human Rights Commission has been running from 2007 targeting Primary school head teachers and heads of sections. This was done between December 2013 and January 2013.

Training of members of student council and patrons, child Rights clubs patrons

From 21st to 25th January 2013, the team conducted training on child rights and responsibilities with the student council and patrons and child rights clubs. The purpose of this training was to sensitize participants on child rights and responsibilities. The training was done in four categories. The first three trainings targeted student councils from the three schools and their patrons from each of the three schools, and the fourth one targeted the child rights clubs and the patrons.

Class level meetings

This was the initiative of the teachers and was done from 4th to 8th February, 2013. The purpose of these meetings was to brief other class members about the formation of the student councils and also sensitize the learners about their rights and responsibilities.

Student Council meeting

The student council meetings were organized by the students themselves with the aim of identifying the problems they face and present them to their patrons for possible solutions. The meetings were held from 11th to 15th February 2013.

Follow up and Evaluation meeting with Patrons

On 1st March 2013, the team visited the school for a follow up on the project. During the visit, the team held briefings with the student councils from the three schools, patrons and the head teachers.

Meeting with members community (taking advantage of already scheduled PTA meetings by the schools)

In April 2013, the team held a meeting with members of the community where they were sensitised about child rights and responsibilities.

Mentor's visit 22nd to 26th April 2013

From 22nd to 26th April, 2013, our mentor, Ulf Leo visited our country as part of support and follow up visit. During the visit, the mentor visited the project site at Njewa where he had the opportunity to meet head teachers and other teachers, the student councils. During the meetings, the mentor had discussions with the student councils on various topics as it relates to the project at the schools. The mentor also made a tour to various classes from the three schools to see the extent to which the schools have moved in terms of child rights and child participation.

The mentor further held meetings with the Executive Secretary for the Malawi Human Rights Commission and the Director for Child Rights for the Commission on 23rd April, the District Education Manager for Lilongwe Rural and the District Education Manager for Lilongwe Urban on 24th April and the Director for Basic Education from the Ministry of Education Headquarters on 25th April 2013. The purpose of all these meeting was to check and hear from the two offices how the programme is being implemented and how the institutions are benefiting and supporting the team.

On 25th April 2013, the mentor had a meeting with the Malawi network for change agents. The purpose of the meeting was to give progress report on the projects that the change agents are implementing and exchange ideas.

Monitoring visits

Much of the work after the mentor's visits has been monitoring the implementation of the project. In these visits teachers have echoed of the improvement in school sanitation, learners' punctuality, higher levels of class attendance, improvement in student behaviour as evidenced by a downward turn of school disciplinary sessions, and a relief to teachers work as students were becoming responsible for most of the issues that were previously handled by teachers

Open-day on 12th July, 2012

To mark the final phase of the project as learners were going for the school recession, an open-day was organized which was highly attended by parents and traditional leaders. At this meeting, learners were able to display their understanding of child rights and the

positive impact of learner's council which parents and traditional leaders appreciated for a swift change they have experienced in their children

6. Results

All activities performed during this time were aimed at raising awareness on the importance of according pupils opportunity to take an active role in decision making process on matters that affect their lives. As such it can be concluded that all those activities achieved its goal of changing teachers and community attitudes towards child participation to a more positive and accommodating view. This can be seen through;

- The formation of the student councils in the three schools. The councils are very active and addressing the problems that the students from the schools are facing.
- Expression of willingness to involve children in various aspects. Teachers are committed in meeting children frequently through the councils and they are giving the children opportunities to make decisions on what should be done in making their groups effective.
- The expression by head teachers during their briefing to revive the closed Learning without fear programme by Plan Malawi is another indication of the change of attitude towards child participation
- Teachers expressed acceptance of the programme by testifying that previously they have been unwilling to accept all programmes that promote child rights on conception that promotion of child rights instils indiscipline among learners
- Expressions from the School management committee and Parents and Teachers association to welcome the programme as a positive move towards achieving child participation can be viewed as an indicator of changing attitude towards child participation. At the beginning of the meeting these community representatives were reluctant to accept children taking part in decision making over developmental projects at school. This was regarded as a no go zone for children. At first one parent echoed that "Do you think children are mature enough to make a decision on school projects? "
- The students are now being represented and involved through the student councils in issues affecting the schools and their welfare and are allowed coming up with suggestions.

Short term achievements

During the period we have been implementing the programme, it can be concluded that the team has managed to equip teachers and members of the community with skills and knowledge on how child participation can be effectively implemented

Medium term achievement

The expectation in the medium term is the formation of student councils that will be operational Revamping child rights clubs that stopped functioning where children's voice will be heard

From the activities performed and indications of the results achieved it can be concluded that the programme has taken the right direction that is aimed at achieving child participation in decision making. For example, revamping child rights clubs where children will be given opportunities to have their voice heard is a catalyst towards achieving child participation in decision making. Secondly, establishing student councils is creating direct structures that will enhance effective child participation on matters directly or indirectly affecting their education.

7. Discussions and reflections

As a team we have learnt that registering success in such programmes requires division of labour, dedication, team work, endurance, sacrifice, reliance of one another's skills and experiences, involvement of other stakeholders in the field and patience.

Individually, we have learnt that every change agent needs to be well conversant with the concept. Meaning it requires individual effort to master the content delivered, experience challenges and find possible solutions

7.1   Challenges

- Commitment to official work made it at times difficult to fulfil planned activities. This was reflected where it was difficult for all members to be available for an activity. This led to several postponements of some activities that in turn led to loss of interest by other stakeholders
- Secondly, financial constraints derailed implementation of some activities as some activities especially the sensitisations required provision of refreshments and fuel to the schools. For example most our activities were done from September, 2012 instead of June.
- Further to this the programme implementation was delayed due to closure of school session. This made the team wait until schools opened on 3rd September, 2012
- Implementation of activities did not go as planned. One of the contributing factors was the way some related previous activities were implemented by other stakeholders. For example, the team was advised that the way our activities were initially planned was similar to implementation of other projects that have not been very successful as expected. Therefore, with advice from the Primary Education Coordinator for the zone we decided to make some changes so as to register successes in the programme. For example, the number of teachers trained increased, and briefing sessions with all head teachers from the zone was not a planned activity. As such this increased the demand for more resources.
- There was low turn up of members from School management committee from Njewa CDSS as only one member out of 5 turned up for the meeting and members of the community.

7.2   Successes

- The training of 50 teachers itself is one of the major success that the team has registered. This included a 100% turn out of teachers from Chitipi Primary School as all 22 teachers attended the training. An 88.9% of teachers from Njewa CDSS attended the training as 8 out of 9 teachers turned up for the training and 66.7% of teachers at Njewa primary school were trained as 20 teachers out of 30 turned up for the training
- Acceptance of teachers to formulate student councils is viewed as a success in the sense that it indicates an element of changing teachers' attitude.
- Head Teachers' commended the Student Councils for positive Change in School Administration through number of areas:
    - Curbing absenteeism
    - Experience change of early coming to school.
    - Cleanliness surrounding the school. Previously there were litter everywhere.
    - Students have capacity , more talking about Child rights issues

- • Prefects are now being respected
- • Teachers accommodating student's decisions.
- Overwhelming attendance of parents and chiefs on the open day, where students showcased various activities depicting issues on child rights gives hope of community support for the project

8. Way Forward

For the purposes of sustainability of the project, Batch 16 team of Change Agents (Malawi) will continue implementing the remaining activities in the area and working with the teachers and students council to make the councils function accordingly. This will be done in collaboration with Batch 19 which will also focused on child participation with the main aim of changing teachers attitude and perception towards involvement of children in decision making.

The Change Agents Batch 16 (Malawi) will also consider taking the programme to other schools within the zone.

The following activities are expected to be implemented:- Meeting with Traditional leaders, Inter school visit between zomba-songani primary and the targeted schools, Meeting with members of community (taking advantage of already scheduled PTA meetings by the schools), Establish teachers human rights network (after exploring already existing structures), Production of IEC materials on Child participation, Open day + student conference

9. List of References

The content covered was taken from:
Convention on the Rights of the Child (CRC) which Malawi Ratified in 1991

The Child Care, Protection and Justice Act No. 22 of 2010

National Child Protection Training Manual developed by Malawi Human Rights Commission and Plan International with support from various stakeholders in the protection and promotion of child rights, 2012

10. APPENDICES

Appendix 1: Way forward after South Africa

ACTIVITIES UNDERTAKEN AFTER FOLLOW UP MEETING IN SOUTHAFRICA

No.	ACTIVITY	TIMEFRAME	LEAD PERSON
	Meeting with the Director of Basic Education	26th – 30th November 2012	Masache
	Meeting with Network members	13th December 2012	Thawe
	Development of guidelines on student councils and other materials to use during training	December 2012-January, 2013	Mpaso
	Training of members of student council and patrons, child Rights clubs patrons	21-25 January, 2013	All
	Class level meetings	4-8 February, 2013	Patrons
	Student Council meeting	11-15 February, 2013	Patrons
	Follow up and Evaluation meeting with Patrons	1st March, 2013	All
	Meeting with traditional leaders	Mid-March	Thawe
	Inter school visit between zomba-songani primary and the target school	End March, 2013	Mpaso
	Meeting with members community (taking advantage of already scheduled PTA meetings by the schools)	According to school programmes	Thawe
	Establish teachers human rights network (after exploring already existing structures)	January-June 2013	Masache
	Production of IEC materials on Child participation	January-June, 2013	Mpaso
	Open day + student conference	April, 2013	All
	Meeting with Mentor Ulf Leo	22nd -26th April, 2013	All
	Teachers Evaluation seminar	May +on going	Mpaso
	Discussion forum between student council and community	June + on going	Masache

Guidelines on student councils

MALAWI HUMAN RIGHTS COMMISSION

A BRIEF GUIDE TO ESTABLISHMENT OF STUDENT/LEARNER'S
COUNCIL IN SCHOOLS

JANUARY, 2013

Telephone: 01 750 900
Fax: 01 750 943
Website: www.hrcmalawi.org

*USER GUIDE FOR ESTABLISHMENT AND MANAGEMENT OF STUDENT
COUNCILS*

WHAT IS A STUDENT/LEARNERS' COUNCIL?

These are forums composed of children where learners have opportunity to deliberate on issues affecting their education and suggest possible solutions. These might be issues from home, community or at the school.

The major goal of establishing student/learner's councils is to make a reality of children as subjects of rights and as the center of all teaching and learning processes at the school

Specific objectives

Student/learners council enhances participation of children in all matters affecting their psychological, social, emotional, mental and physical development. Child participation is a right enshrined in the United Nations Convention on the Rights of the Child (UNCRC) which Malawi is a party to and ratified (committed to implement) in 1991. Children participation counts only when children are involved in decision making process and express their concerns related to their lives, so that they could identify their own problems followed by solution. Some articles of UNCRC recognize children as subjects of rights are expressed, explicitly or implicitly:

Article 12 – Children's opinions must be listened seriously in all matters that affect their lives. This includes decisions made by courts and judges.

Article 13 – Children have the right to express themselves freely and access information, subject to prevailing laws.

Article 15 – Children have the right to freedom of association, subject to prevailing laws.

Article 17 – Children have the right to information that is beneficial for them, in their own languages and appropriate to their level of understanding (UNCRC, 1989).

Child participation has the following objectives:

Involve pupils more in the life of the school.

- Contribute to class and whole school decision making.
- Listen to what pupils have to say.
- Look at ideas for improvement.
- Decide what needs to be done to make the school a better place.
- Development Plan to playground facilities, litter and after school clubs.

Importance of involving children in decision making at school

1. Helps them to acquire more knowledge, skills, build competencies, acquire confidence, form aspirations and better personality
2. Helps to protect the right of children, assertion of their right to participate and helps to heal the past
3. Provides children with many opportunities that can bring important improvements,
4. Builds up self-confidence and self-esteem in their life
5. Helps the children to be a good citizen in future

6. Promotes the well-being and development of young people
7. Strengthens a commitment to and understanding of human rights and democracy

Some of the areas where student/learners' council can be involved

- Engaged as full voting member of school governing body
- Involved in the evaluation of the teaching process and student's performance and give in suggestions on what they think are better ways of helping them learn.
- Involved in development of school improvement plan, annual calendar, school budgeting, extra-curricular activities,
- Identifying problems individual students/learners face that negatively affect their education
- Look into the general learning environment in terms of sanitation

Some strategies student/learners council may follow in operation

a) Hold class evaluation meetings done per day, per week, per fortnight or per month. Areas evaluated may be;

    i. Students/learners behavior

    ii. Students/learners commitment

    iii. Students'/learners punctuality

    iv. Teacher's commitment

    v. Teachers' behavior towards students/learners

    vi. Special problems (family and community) that has negatively impacted on the education of the learners

    vii. Devise possible solutions

b) Hold school meetings weekly or bi-weekly or monthly or per term. Areas of discussions remain as in (a) including:

    i. Holding disciplinary meetings

    ii. Holding discussions with parents, teachers, school management committees or PTAs on issues affecting them

Composition of a student/learners council

a) Class representatives: these can be;

    I.   Class monitors/prefects for each class (range of classes to be determined by the school)

    II.   Separate representatives from each class

b) A body of prefects but with class representatives/monitors from classes where prefects are not available

Reporting lines

Through the patrons/matrons elected or appointed by the school to be coordinating teachers to the school administration.

It is strongly discouraged to have the head teacher as the patron to avoid growing discomfort from teachers as children have an opportunity to talk to head teachers thereby bypassing teachers. As such there is growth of resistance from teachers

Office bearers

The student/learners council has elected office bearers elected at its first general meeting by the majority of its members. Term of office is to be determined by the council assisted by the patron/matron

Posts available include

- Chairperson/president
- Vice chairperson/president
- Secretary
- Vice Secretary
- Other positions deemed relevant to the group

Working modalities between a student/learners council and the prefects body or other learners' committees

Where some learners' structures already exist, there is a need to critically differentiate the roles of the student council and other learners representing groups. It should be emphasized that the learners' council looks at general issues affecting all learners. For example a sanitation prefect who sits in the council will represent the student body on matters of sanitation at the school.

A student council should be very active and practical in deliberating matters affecting pupils at the school. They should have an opportunity to come up with solutions and check their implementation. They should be provided with relevant information on developments happening at the school. However, it should be emphasized that a student/ learners' council will only be effective if their resolutions are taken into consideration

MOZAMBIQUE

The implementation of articles 13.1 and 29.1.a (Convention of the Rights of the Child) in grade 8 at Quisse Mavota Secondary School, Maputo, stressing participation.

Adolfo Tembe, Armando Zavala and Gertrudes Noronha

1. Frame of Reference

The present report refers to the activities for change carried out by batch 16 Mozambique. The team is composed by Gertrudes Noronha, working as a Coordinator in Wanasanana Organization. The organization is a NGO. It has to do mostly with children's rights. She lives in Maputo City. Armando Zavala is working as a teacher in the already above mentioned school; Quisse Mavota, he also lives in Maputo City. Adolfo Tembe is working at Xai-Xai Secondary School as a Head master. Xai-Xai is located in Gaza Province, 206 km from Maputo City, the National Capital. We attended the International Training Programme for Child Rights, Classroom and School Management in Sweden from 5th to 31st May 2012, held by Lund University and sponsored by Sida. During the course in Sweden we wrote our project plan. The project title is "The implementation of articles 13.1 and 29.1.a (Convention of the Rights of the Child) in grade 8 at Quisse Mavota Secondary School, Maputo, stressing participation".

Article 13

1.The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Article 29

1. States Parties agree that the education of the child shall be directed to: (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

Mozambique has already signed the Convention of the Rights of the Child (CRC) in 1990 and rectified them in 1994. Since that moment governmental institutions are working with national and international partners to ensure the fulfillment of CRC. The National Constitution is based in Human Rights and in the Chart of African Child Rights. After the war of destabilization in Mozambique, the civil one, which ended up with the Peace Agreement in 1996, several laws are in force, such as: the Family Law, Promotion and Protection of Child Rights, Women Rights and others. Indeed, something good is being done concerning their implementation. You often hear programmes in radios dealing with CRC; you also can watch wonderful programmes on TV dealing with child rights as well as you can read good articles about child rights in the news papers and magazines. All over the country you easily find pamphlets fixed in the walls or elsewhere with some drawings, pictures and written statements about child's rights. Nevertheless, if you come to the big area education, in Pre-Schools, Primary and Secondary Schools where we find a quite number of children and youths, there is no specific subject or programme in the curriculum dealing with CRC as such. There are some spontaneous activities or teachings on CRC. Therefore, in our point of view we consider all these as not as much it would have to be. As we have mentioned before, there is nothing clear designed in the school curriculum that gives us a clue as a way in which all the schools should walk on in the teaching and implementing CRC. The schools act in different ways, some try on they own but others do nothing at all.

It is based on this sad situation that our project will deal with student's participation in classroom and school management in Quisse Mavota Secondary School in Maputo City. We have chosen participation as one of the three pillars to work on it in our project because we consider it as the most neglected one in our country. There is no doubt that the government does a lot in order to provide protection and provision in the schools but less does to promote student's participation. In most cases the students don't enjoy fully their rights. The majority are excluded and considered as those ones who should only listen and fallow the instructions in some schools. It's no wonder that many violations of CRC are taking place in several schools. Girl-students are abused sexual-psychologically by some teachers and in even by others students because they

a considered to have no voice to say anything, as well as to claim their rights. There are situations in which students shouldn't say anything in classroom because they are students not teachers. They have got no chance voice themselves concerning with the school life because they are regarded as students who have no right to take part in the decision making. In many schools there are no classroom student's representative, no student's council and no meetings for students at all. Therefore, Quisse Mavota is not an exception. The students in this school less participate in classroom and school management. Quisse Mavota is one of the biggest schools in Maputo City. It's located in Maputo City, the National Capital. It teaches from grade 8 to 12. There are 115 teachers, and 52 helpers working in the offices and outside. There are almost 3800 students both males and females. It has got 38 classrooms. The rate of the students is 55 students per classroom. There are 14 classes in grade 8. Quisse Mavota Secondary School is given the name of the ancient great warrior in Mozambique. Quisse Mavota was one of the commanders of Gungunhana, the famous Emperor of Gaza, who directed the battles of resistance against Portuguese colonial domination in the Southern part of Mozambique (1900).

Quisse Mavota Secondary School

2. Purpose

The purpose of our project is to increase grade 8 student's participation in classroom and school management in Quisse Mavota Secondary School. Participation is one of the three pillars of the implementation of Child Rights and one of the five principles of democracy: participation, equality, freedom, diversity and solidarity. Child participation in every event, personal or social, is a phenomenon of development because it satisfies the need of the construction of personality, resilience, assertiveness, solidarity, particularly in adolescence stage in school environment and with interaction among pupils, teachers and parents.

Our pilot project is considered to be a pilot project because our aim is to start working with grade 8 as the initial one and gradually involve all the students of the school in the decisions making as well as participation in classroom in this school. We will do this in a programme that we call "Students teach students" (STS) and "Teachers teach teachers" (TTT), this is the most important and sustainable part of our project. Our main target are students and especially grade 8 students, but we do also involve the headmaster of the school, the grade 8 teachers, the students, the school council and the parents.

3. Methodology/Activities

As soon as the team came back from the Sweden, it met to design a plan of the activities in order to fulfil the project. The first activity was to meet the headmaster of the school. It was carried out in June 2012, in order to present the project and its main objectives as well as to ask permission from him to implement their project in that school. It was a great pleasure that the headmaster politely welcomed the team and allowed it to fulfill all that was planned to be done in that school. The change agent Armando Zavala, who is a teacher at this school, was assigned the task of meeting the grade 8 teachers in order to invite them to take part in the workshop we planned for them.

Meeting with the headmaster

The first Workshop with the grade 8 Teachers

Objectives of the first Workshop with the Grade 8 Teachers'

• Present the project to the teachers
• Strengthen their knowledge on CRC

- Enhance Child Participation at the Quisse Mavota Secondary School through basic survey of challenges and possible ways
- Share good practices about Child Participation in the school life.
- To call up teacher's attention to include Child Rights as a cross cutting issue of every subject.

The participants were the deputy headmaster and 20 teachers who lecture several subjects (5 females and 15 males). The methodology used in the workshop included the use of discussions, brainstorming, observation, debates, group works and plenary and the material we used was mainly power point presentation, posters with images, pamphlets made by ourselves, manuals about the promotion and protection of Child Rights(Convention on Child Rights, October 1990). The first topic "Conceptualization of Child Participation and related advantages" was approached considering the child and the school environment where the child participation is much more than the physical presence. He/she has to participate in the education process, give opinion, agree or disagree, express by himself/herself. The participation should be practiced as a Right, and when it does happen like this, there is marginalization, discrimination, therefore each child should be involved in the process of decision making, particularly in what concerns Child Development issues. Paulo Freire says, 1996, *"I cannot be myself... if I can never decide for myself."* It was stressed that the child participation can be useful for families, communities, schools and for themselves as free citizens. The second topic "Some strategies to improve the communication between the teacher and the Students" were identified in and out of the classrooms, namely: (i) teacher more proactive, child friendly fulfilling the school regulations, conflict mediator and example in attitudes and behavior; (ii) role models for the pupils developing self esteem and self trust in pupil and parents; (iii) update their knowledge and skills about what they are teaching and participatory methodologies that change the classroom environment. In what concerns evaluation of the work done and self performance, teachers can show to the pupils that every person does right and wrong, and that teaches everyone how to improve in one's life and their environment and stimulate talents and provide opportunities for leadership am team work. The workshop was welcomed by the teachers, they enjoyed it. Nevertheless, they raised some questions like:

- What methodologies to use for overcrowded classroom?
- What to do with students who are making noise during lesson class and others are drunkard and abuse drugs disturbing each other?
- There are poor and uncleaned classroom because some students refuse to help with the everyday cleaning up process. What to do?

Workshop with the grade 8 teachers

The first workshop with the students in 2012

On 19th September, 2012 the first workshop with **t**he students of the grade 8 was held. They were divided into two groups according to the shifts they attend classes - morning and afternoon, being 20 students in the morning (10 boys and 10 girls), and 35 students in the afternoon (15 boys and 20 girls). In this workshop the team used the same methodology and material used with the teachers. During the workshop it was found out that the children have a general knowledge about their rights, but they didn't know to enjoy them daily. The most important barriers for students participation voiced by them in the workshop were:
- Lack of furniture, sometimes destroyed by the them
- Overcrowded classes
- Expulsion of students from classes by some teachers when they misbehave
- School Library without fixed timetable.
- Bad atmosphere in the class created by some teachers
- Inadequate time for practical and laboratory classes.
- Different assistance from the teachers according to their performance, less attention for the weak students and more attention for the good once
- Some teachers always absent in the classroom
- Gender discrimination
- Drugs and alcohol consumption for some students in the school environment
- Students not taking part in the decision making about school life

Workshop with grade 8 students

The second workshop with the students in 2013

In March this year we held the second workshop with the grade 9 students. They were divided into five work groups, made up by five students in each group, taking advantage of the way the classrooms are organized: group boss, attached boss of the group, boss of cleaning, sport boss and boss of safety. These ones were the most probable selected to take part in the workshop. The main purpose of the workshop was to recapitulate the contents dealt with in the first workshop in 2012 and to put down to the grade 9 students for the training of their friends in grade 8.

Workshop with the grade 9 students 2013

In May, 2013, grade 9 students create an organization for themselves which they called "Group work". They made the approval of this organization in the school community before the school board, teachers, others students, the parents' representatives and the parents. This group is denominated "Organizacão para os Direitos da Criança" (Organization for the Child's Rights) that has as main mission, to propagate the children's rights in the school community.

The created group trains the students of grade 8 on Wednesdays, in the second period (in the morning and afternoons) biweekly, in the hour of class meeting in the school. This is the activity which is still on even now and many grade 8 students are being trained as well as being involved.

Meeting with the students' parents

In January 2013, when the academic year began, we had a meeting with the headmaster. The purpose of the meeting was to give him the feedback on the activities accomplished in the phase IV, in South Africa; as well as to share with him our plan of the activities for this present year. One of our plan activities was to hold a meeting with students' parents, as the recommendations done by our colleagues in the Seminary held in South Africa, phases IV. The main objective of this meeting was to help the school to solve the problem of the student's drug and alcohol consumption. With the allowance of the headmaster the meeting was held in February. At this meeting two parents were elected to be the focal points in relation to the subject of the prevention of the consumption of alcohol and drugs at the school environment. They will work hand-and-hand with the teachers as well as the school in general to sensitize the students to minimize the situation. The parents presented a proposal of solutions like:

- Promoting workshops with the students on the matters of more information about the negative effects of the alcohol and the drugs in the adolescents
- The parents at home and the teachers at school should be the models for the students, avoiding at all the improper use of liquors and drugs
- The parents should develop dialogue strategies and sensitize their children
- Make the students aware that damages caused by the use of alcohol to the adolescent are different from those caused in the adults.

Mentor's visit

In April 2013 our mentor, Lena Andersson visited us, batch 16. She also held a meeting with all Mozambican batches. The purpose of the meeting was to establish a network and a platform to which all the batches can communicate with each other. The name of the national network is Nwananga.

Mentor with all Mozambican batches

In the following day we arranged a meeting with the headmaster and then with grade 8 and 9 teachers at Quisse Mavota Secondary school. Lena presented an overview of the international training programme. Then the teachers welcomed the programme and also spoke about some problems they faced in the classroom that hindered student's participation.

Mentor with the teachers   Mentor with grade 9 students

We also arranged a meeting with grade 9 students in which they presented some drawing, poems and music on CRC.

One of the most important things that Lena did was to plant a tree in the school garden. We say important thing because it contributed a lot for the implementation of our project in this school. After that the students by their own planted many trees in the school garden and they are taking care of them, watering them.

4. Results

Quantitative results
- 2 meeting with the headmaster of Quisse Mavota Secondary School.
- 2 workshops with 55 children who worked in two shifts – morning and afternoon.
- 20 teachers participated in a workshop (5 females and 15 males).
- Qualitative results
- The participants were comfortable with the training, contents approached, methods used and level of participation.
- Participants mentioned to have acquired more knowledge about the CRC and about the ways of children participation and communication, particularly with children.

General results of the project
- Improvement of the students' participation in the school life that showed through the involvement of these ones in the changing of behavior in relation to cleaning of the school, something that in 2012, in the first workshop with the teachers and some grade 8 students of the school was regarded as serious problem.
- Minimization the damages of wallets/desks in the school. From 800 wallets that the school possessed, about 174 were damaged, situation that reverted after the implementation of the project. This means that in the 174 desks damage 100 desks were freely repaired by the students with the parents' supporters and teachers, as the pictures show below:
    1. The teachers became more sensitive in relation to the use of adequate teaching methods and learning centered in the student and they became more presents in the classes.
    2. With the work done by the grade 9 students, parents and trained teachers, the problem of drug and alcohol consumption by some students is now under the control of the school.
    3. The teaching quality and learning is improving in Quisse Mavota.
- Some proposals of solutions of the problems presented by the students:
- Related to drugs consumption:
    1. Individual and family therapy with psychologists; the headmaster of the school should invite the parents of these students and tell them about the situation of their children; so that they may help them as well as he should create a condition to assist these students by calling the psychologist.
    2. close work with neighbor community.
- Related to teachers absent and students threatening in the classroom.
    1. School Direction should find out the causes and take corrective measures.
- Related to student's exclusion, the team should hold more workshops on CRC to promote child's rights among the teachers.

Proposals of solutions presented by the Teachers:
- Reduce the number of students per class, increasing the number of classes and considering gender equality.
- Facilitate the organization of study classes in which besides the regular classes the students would have guide lessons and preparation for exams.
- Encourage child-to-child and group study to stimulate children with difficulties and psychological follow-up when necessary.
- Introduce school box for students to voice themselves.
- Follow up of students through use of library and correction of home work with provision of additional materials.
- Improve learning/teaching material with participatory and inclusive methods.
- Build up child friendly environment at school, as *"we are their second parents, once they spend majority of their time with us in the school."*
- Need of training on monitoring the project activities.

5. Discussion and Reflection

We have development our team work and strengthen our communication with other change agents of Mozambique. Nowadays we have **r**egular meetings within the team and free communication with members of the team. We do also have an open discussion of subjects with the school directorate.

The scheme below shows the system of training others which is being used by the students and teachers in Quisse-Mavota on CRC. In this case, students will train other students and teachers will train other teachers. The team will keep on assisting them while the process is in going on until almost all students and teachers are trained.

Grade 9

Train new grade 8

Grade 9

Train new grade 8

Grade 10 – STUDENT COUNCIL
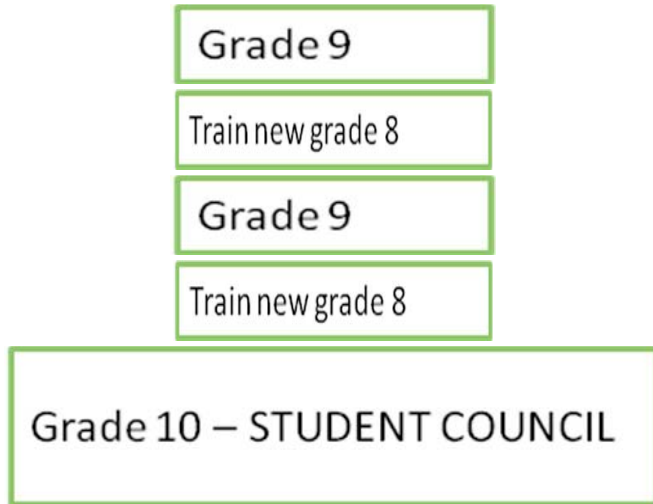
6. Way Forward

The team presents proposals on how the students can fully participate at school, namely:

- Learn and teach several subjects, improve and participate in activities or projects of citizenship such as:

    1. Leisure programs, in which the children can carry out a sport campaigns, or of singing and dancing, tale stories, poetries…

    2. A campaign of dissemination on Child Rights and Responsibilities;

- Carry out field visits to the surroundings, factory, cities, universities, government buildings, open market, hospital, cinema, libraries, aero port, banks, sea, florets, hospitals etc.;

- Interview and do studies with pupils, teachers, parents and community members about life in the school

- Promote and do posters and drawings about the interest topics of children in the school

- Continue to promote workshops with the students and assist them while they training others

- Permanent assistance to the teachers while training others until all of them are being trained

- Help the students to create a school council in 2014.

- Assist the student council already created

Mozambique did also have the chance to send the headmaster and an English teacher from Quisse Mavota to Sweden in batch 18. This means that our project and our change work will progress and hopefully grow in Maputo city among schools.

We have had a second network meeting at Quisse Mavota this summer (appendix 1); the coordinator of the network is the headmaster of Quisse Mavota. This was a very fruitful meeting.

List of References

Percy-Smith, Barry and Tomas, Nigel (2010) – A   Handbook of Children and Young People's Participation: Perspectives from Theory and Practice.

Texto de apoio sobre participação da Criança elaborados pela equipa

MIMAS (2004) - Convenção sobre os direitos da criança

Appendix 1

NWANANGA - NATIONAL NETWORK OF MOZAMIQUE

NETWORK PLAN - DRAFT

August 2013 to July 2014

Objectives	Activities	Responsability	Time	Results	Budget	Comments
Formalize Network	Set one meeting with the National Directorate of General Education (Primary and Secondary)	Mr Assale and Coordinator of the Network	The first Week of August	Network recognized and formalized by Ministry of Education		
Formalize the Network at Provincial and Districted levels	Set two meetings with Provincial director and Districtal director.	All members of the Network	The second Week of August	Network formally recognized in our district		
Share experiences about CRC	Workshop with principals of the schools located in our district.	Mr Dombo and Mrs Gertrudes	23-28 September 2013	Principals of the schools located in our district are aware about CRC		
To make the network recognized by the NGO's	Create a partner-ship with the existing NGO's (UNICEF, Wana Sanana, Save the Children, ROSC)	Mr Assale and Mr Dombo	November	Working together and possibility of partnership.		
Design a Web Page	Register the domain www. nwanangacrc.co.org At Computing Centre at UEM to host the web page. Publish and update the achievements of the Network	Mr Zavala	November 2013 Ongoing activity	Web page Created and updated	Domain ($135), Web page hosting ($60 / month)	
Formalize the network at the Ministry of Justice	Network meeting for designing a draft of regulations that guide the network and submit it at the Ministry of Justice	All members of the Network	February - July 2014	Network formally recognized at the Ministry of Justice		

SRI LANKA

Raising awareness among the Interns as to how maximum participation of Grade Five students could be guaranteed through Child Rights Convention.

A. Jayalath Basnagoda, H.M. N. Dhammika Kumari, Mohamed Zain Hidaya

1. Introduction

Children beautify the world. 'Child is the father of man' as William Wordsworth metaphorically pointed it out. The buds, if not properly looked after, provided with nourishment, love and affection, the beauty of them, the ability to perfume the whole world with their sweet scent would probably be a dream which would never be realized. A similar notion is given by Dr. Joyce Brothers that "if a child is given love, he becomes loving…..,if he is helped when he needs help, he becomes helpful and if he has been truly valued at home… he grows up secure enough to look beyond himself to the welfare of others". Here it must be mentioned that not only at home but how the child is treated at school too has a direct impact upon his wellbeing.

Children have their own rights with their own requirements such as love and affection, protection, freedom education and so on. It is still an unanswerable question as to find out how many of the children enjoy their rights and privileges at present.

The most important period of a person's life is childhood which shapes and decides the rest of his/her life.

It is in this context that attention is focused on the children in Sri Lanka whose rights seem to be, to some extent, affected in terms of their participation. Here, the three Ps are of paramount importance as far as child rights are concerned. i.e.

1. Provision
      2. Protection
           3. Participation
which include almost all areas concerned.

As mentioned above, this project focuses on, to what extent, children, particularly in Grade Five in many of the government schools in Sri Lanka, who are getting ready for the Scholarship Exam held in August every year, do enjoy their participation in various activities inside and outside school.

It seems that because of the preparation for the scholarship exam, many children have to bury the innocence of childhood and they are compelled to work according to a rigid time-table with a view to passing the exam. Passing this exam gives the child a chance to gain admission to a leading school in the city and the best students especially in the rural sector can benefit from this exam. It should be mentioned that it is parents, who work harder than the children in order to get such a school for their children.

This situation calls for a large-scale research other than confining to a small-scale project as it affects mental, psychological, emotional and social development of the child. During this period, probably from grade three to five through which the child is prepared for the exam, experiences inexpressible stress losing playful childhood and joys of their lives.

Hence, this study attempts to find out and provide possible alternatives to get maximum participation of students in both curricular as well as co-curricular activities and also to show higher achievement levels enhancing overall development of the nation's buds.

2. Frame of Reference

Since this study mainly focuses on children's participation in curricular and co-curricular activities, much has been mentioned and discussed on children's participation. The following information taken from various sources elaborate this point.

Children's rights are comprehensively protected by a wide -ranging set of international and regional instruments spanning human rights, humanitarian and refugee law.

Children benefit from the rights contained in general treaties. In addition, a number of specialist instruments have been created to accord extra protection to children given their particular vulnerability and the importance to society as a whole in ensuring the healthy development and **active participation** of its young members.

The over-arching framework for children's rights is the 1989 UN Convention on the rights of the child.(CRC) This was the first treaty specifically concerned with the rights of the children and marked an important shift in thinking towards a "rights- based approach" which help government legally accountable for failing to meet the needs of children. The convention created a new vision of children as bearers of rights and re-sponsibilities appropriate to their age rather than viewing them as the property of their parents or the helpless recipients of charity.

Children's rights cover four main aspects of a child's life: the right to survive, the right to develop, the right to be protected from harm and the right to participate.

2.1 Who is a child?

The definition of a child under the CRC covers all human beings under the age of 18 unless the relevant national law recognizes an earlier age of maturity. However, the convention emphasizes that the substitution of an earlier age of maturity must be in conformity with the spirit of the convention and its guiding principles and thus, should not be used to undermine the rights of the child.

Children's rights cover every aspect of the lives of children and adolescents and can be broken down in to the following main categories:

1. Survival rights: the right to life and to have the most basic needs met (e.g. adequate standard of living, shelter, nutrition, medical treatment).

2. Development rights: the rights enabling children to reach their fullest potential (e. g, education, play and leisure, cultural activities, access to information and freedom of thought, conscience and religion).

3. Participation rights: rights and allow children and adolescents to take an active role in their communities (e. g. the freedom to express opinions; to have a say in matters affecting their own lives; to join associations).

4. Protection rights: rights those are essential for safeguarding children and adolescents from all forms of abuse, neglect and exploitation (e. g, special care for refugee children; protection against involvement in armed conflict, child labour, sexual exploitation, torture and drug abuse). UNITED NATIONS Convention on the rights of the Child (1989) Optional protocol to the Convention on the Rights of the child on the sale of children, child prostitution and child pornography (2000)

This Optional protocol is designed to criminalize activities that involve the sale and illegal adoption of children as well as child prostitution and child prostitution and child pornography. The protocol entered into force on 18 January 2002.

Optional protocol to the convention on the rights of the child on the involvement of children in armed conflict (2000)

This Optional protocol states that 18 is the age at which direct participation in armed conflict is permitted. It also bans compulsory recruitment under the age of 18. However, it falls short of banning voluntary recruitment under 18 but requires states to make a declaration upon ratification stating the age at which national law permits voluntary recruitment and demonstrating the steps taken to ensure that such recruitment is not compulsory. The protocol entered in to force on 12 February 2002.

Universal Children's Day (20 November)   World Day Child Labour (12 June)

2.3 Child protection Bodies in Sri Lanka

Sri Lanka has a separate mechanism to promote and protect the rights of children. The ministry of child development and women's Empowerment is the line ministry concerning child rights. There is the national Child protection Authority (NCPA) as well. There are legislations and special institution that provide de jure protection for children from being employed as domestic servants and other exploitative work.

The labour Ministry of Sri Lanka has a special unite that investigates child labour cases, including a hot line that receives information about children who are employed as domestic servants. The department of probation and child care Services provides protection to child victims of abuse and sexual exploitation .There are special desks established in police stations namely children & women's Bureaus to look into   offence related to children.

Further, Sri Lankan Constitution has a provision for the advancement of children that requires the enactment of laws and subordinate legislations, as well as executive action.

Sri Lanka has ratified a great deal of international treaties, including the following that help protect child rights and support the education of children.
• International Covenant on Economic , social and cultural Rights (ICESCR)
• International Covenant on Civil and political Rights (ICCPR)
• Convention on the Rights of the rights (CRC)
• Convention on the elimination of all forms of discrimination (ICERD)
• International Convention on the Elimination of All Forms of racial Discrimination (ICERD)

- Convention against Torture and other Cruel , Inhuman or Degrading Treatment or punishment (CAT)
- Convention concerning the prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour.
- Convention for the suppression of the Traffic in persons and of the Exploitation of the prostitution of others.

Implication of Articles of UN CRC in these projects

Article 3 – The best interests of the child shall be a primary consideration in all actions concerning children

Article 13- The child shall have the right to freedom of expression

Article 31- The right of the child to rest and leisure, to engage in play and recreational activities

Article   36- Protect the child against all other forms of exploitation.

2.4 The System of Education in Sri Lanka.

The present educational system of Sri Lanka has been influenced by the British Educational system which was introduced by the British colonizers in the 19th century. They established colleges for girls and boys separately, which consisted of primary schools, lower secondary and higher secondary schools. In 1938 the education in government schools was made available free of charge with the grant of Universal Franchise in 1931.

After many political and social changes, today we find a system of education in Sri Lanka which has taken its maximum effort to produce useful citizens to face future challenges in this global village. Primary education lasts five years at the end of which the students sit a competitive scholarship examination. Those who pass this exam qualify themselves to gain admission to popular schools in the city and are granted monthly financial support until they pass out from the university. Despite many problems in the country, educational reforms introduced in 1999, the Primary Education showed a notable progress. After primary education, students enter junior secondary education and study for five years and at grade eleven they have to face another government examination namely G.C.E. Ordinary Level to get qualified for senior secondary education for another two years at the end of which they have to face G.C.E. Advanced Level Examination. The results of this exam determine university entrance.

Those who are not qualified to enter universities can either enter vocational technical colleges or find employment in private or government sector as trainees for some

time until they become permanent employees based on their performance. They also can pursue higher studies as external students at universities or Open University of Sri Lanka. The Open University was established in 1980 with the idea of conferring degrees and diplomas to the working population who can do part-time courses by paying tuition fees.

The medium of instructions of schools at present is Sinhala and Tamil But in some selected schools English medium is also available for some subjects at junior and secondary levels. In universities, for medical and engineering faculties, the medium of instruction is English and other universities it can be Sinhala, Tamil or English. A distinctive feature of the system of Education of Sri Lanka is that all primary and secondary school students get free uniforms and free Text Books from the government.

In addition to these, there are private schools, International schools Semi –governmental institutes which provide education and vocational training.

3. The purpose

The sole intention of doing this study is to create a conducive learning environment for the Grade Five students who are being prepared for the grade five scholarship examination held in government schools. Through observations of grade five classes, it was discovered that much emphasis is laid on preparing students to pass the above examination and students are made to undergo immense pressure as passing this emamination qualifies students to gain admission to a leading school and continue education with a financial assistance given by the the state. Majority of the students in Grade Five classes can be found depriving their child rights because of this competition. For instance, at school they are terribly busy with paper work specially doing model papers and past papers along with the heavy syllabus and after school many attend tuition classes in order to gain more knowledge to pass this exam. The participation of these students in happy learning environment is relatively very low. This situation called for our attention and more emphasis was placed on teaching methodologies with a view to getting more participation and learning be made a joyful and pleasant experience through which the students learn and show higher achievement level without suffering from exam phobia and other agonies.

3.1 The Target Group

Ther are two main target groups. The first target group is the teacher trainees who are undergoing the pre-service teacher training programme at National Colleges of Education. The first two years are residential and the third year they are attached to an

internship school where they have to teach for one year. Usually three or four interns or internees,as they are called, are appointed to one school. First, these teacher trainees are trained to teach grade five sutdents to ensure maximum participation with activity based learning.

The second target group is Grade Five students of selected internship schools who are being taught by those interns. And the other stakeholders are teachers of those schools, Principals, parents and well-wishers.

4. Methodology and Activities

Since the aim of this study is to ensuring students (Grade5) maximum participation in the learning teaching process through which higher achievement level is expected, a couple of approaches were employed. One was attitude - centered approach though which the teacher trainees, mentors, and principals were informed and briefed on what direction and orientation the study was expected to carry out. Their understanding, awareness and perception were of prime importance to see the success of this endeavor. The other approach was the activity –based approach through which the teacher trainees attached to NCOEs were trained, briefed and made aware as to how maximum participation could be ensured. From lesson planning to implementation and evaluation, the lesson format, visual aids, activities prepared, teacher behavior in classroom, teacher pupil interactions, pupil-pupil interactions, classroom language of the teacher etc. were observed and necessary instructions and guidelines were given.

Apart from these, the initial discussions held with the teacher trainees, mentors and principals of the respective internship schools facilitated the implementation of this project.

The schools selected for this study were
1.   Sirimavo Bandaranayaka Girls College in Matale.
2.   Sri Sangamitta Girls College in Matale.
3.   Madeena National College in Madawala in Kandy
4.   Ellalamulla Primary School in Mirigama.
5.   Dharmapala Primary in Mirigama.

This study was implemented through the internees attached to National Colleges of Education which offer three year pre-service teacher training programme of which two years of residential training and third year at a given school for their internship training. Since two of the three researchers are employed as lecturers at two different NCOES (Mahaweli NCOE and Hapitigama NCOE) and the other one is working as

a principal of such Internship school, the feasibility of this research turned out to be a reality. Constant meetings, discussions, telephone conversations, observations among the researchers and also with the principals, mentors and internees contributed a lot to succeed in the direction of planned work.

As far as the activities are concerned, more emphasis was placed on the lesson planning as the focus of the study was on participation. Here, all the interns of the above mentioned schools were asked to prepare lesson plans paying more attention to students' active participation which ultimately result in joyful learning plus higher achievement. Child centeredness, more activity sheets, task sheets and group work pair work were given priority to achieve the objectives of the lessons done.

Regular observations were done in real classroom situations by means of evaluation sheets and marks were awarded. The interns were advised to consider both inside and outside classroom for conducting their lessons depending on the nature of the lesson. Role plays, dramatization, dialogue, win-win competitions were used in an interesting manner to ensure more participation in the given activities. The interns were asked to maintain reflective journals of each lesson at the end.

In other words the methodologies employed could be mentioned as follows.

Activity 1

Empowering teacher trainees
1. Attitude – Centered Approach
2. Activity – based approach

A film was screened for discussion, brain storming session, group work presentation on CRC etc.

Activity 2

Training the Teacher trainees on the practice of child rights
lesson plan
visual aids
activity sheets
group work
pair work

Activity 3

Principals, teachers and parent's orientation programme in relevant schools

Activity 4

Practices in the schools
- Inside the class rooms
- Outside the class rooms

Activity 5.

Reflections with the Interns, Principals, senior teachers at schools.

4.1 Limitations of the study

It is quite natural for anybody to encounter challenges and limitations when carrying out ventures of this nature. The limitations encountered by the researchers can be mentioned as follows.

1. Lack of awareness of CRC among some principals and mentors and primary teaches
2. Over-crowded classrooms
3. Heavy syllabus
4. Lack of facilities like OHP, multi media projectors etc. for effective classroom work
5. Lack of support from parents as primary concern was on passing Grade five Scholarship examination.
6. Lack of space in classrooms for group work, presentations etc.

5. Results/Outcome.

Despite the challenges and limitations, with the input received from Sweden during the phase ii, satisfactory results could be obtained from the study carried out.

The target group of the study was the interns and through them the grade five students of the above five schools. Almost all students of grade five classes in Sri Lanka are fully occupied with the notion of passing the Grade Five Scholarship Examination. For this, other than book work paper work, noting else can be seen in many classrooms. Teachers of these classes have no other work other than covering syllabus and preparing the learners for the examination which is usually held at the end of August in every year. Either class wise or otherwise these students are taught to prepare for the exam without paying attention to their participation. Only grades or marks determine child's performance which has a very negative impact on the child in the long run. This was the main reason to carry out a study in this regard.

Before the study, through observations it was witnessed that most of the learners of grade five were passive learners and 90% teachers used teacher-centered approach to teach these students without considering much about the psychological emotional and physical aspects of these learners. Silent, well-controlled classrooms were considered to be the best which were devoid of active interactions and free movements of curious learners.

After preliminary discussions with the interns, mentors and principals and with the input given by the team supervisor Mrs. Agneta Flinck, the study was carried out at the respective schools. The methodologies used by the interns with the intention of getting maximum participation showed a gradual improvement. The students of grade five classes, when learning English lessons, showed a keen interest and many volunteered to come forward to do the activities given by the interns. Almost all hands went up when questions were asked by the teacher. The classrooms were converted into child-friendly and child centered classrooms and the teachers played the role of a facilitator. The group activities given were done 90% perfectly and everybody enjoyed the lessons. And a similar lesson was done in Sinhala (mother tongue) at Ellalamulla Primary school where the grade five students acted out a drama based on a given lesson showing maximum participation. Our Mentor Mrs. Agneta bears evidence for this. Besides, art exhibitions, posters on CRC were organized as part of this study at Madeena National School which exhibited hidden thoughts of small children about child rights and how they responded through the medium of art.

What is remarkable from all these activities is that they indicated the fact that learning is best done when the child is placed in a conducive environment and when the child is given opportunities to take part in the learning teaching process.

The objective of the study could be achieved to a great extent. The main feature of this endeavor was to take the students away from the exam mentality and provide them a kind of joyful learning where none was neglected or discriminated.

Finally, the principals, senior teachers and even parents realized the potentials and hidden talents of the students and how they could be utilized and improved through active participation through which both teachers and students can show a higher degree of satisfaction.

6. Way Forward.

It is indeed a great pleasure for us, as Change Agents representing Sri Lanka, to be a part of this International Training programme supported by SIDA. A substantial amount of knowledge, experience could be gathered through this programme and also implementing CRC with the input received.

Much work related to CRC is expected to be carried out through the National Network and also Regional Net Work that is Kandy Network.

It is planned to give a deeper insight on CRC to the pre-service teacher trainees being trained at National Colleges of Education in different parts of the Island. There are now eighteen such colleges from which annually nearly 3000 teachers join the teaching profession. Once they go to the schools they can implement new methodologies in order to ensure maximum participation and CRC conventions in both curricular and co-curricular activities.

This study was carried out taking only grade five students. But it is expected to start from grade three and continue from there onwards as when these students reach grade five they will have plenty of opportunities and they will show more interest towards learning.

For the sustainability of all these, Principals' teachers, and parents' positive attitudes towards CRC will be of prime importance. For this, awareness programme from time to time, are expected to conduct at NCOES as there are occasions where principals and senior teachers are invited to NCOES for briefing sessions on Internship Training Programme.

Besides, a criterion on child rights in the classroom during learning teaching process is expected to be included in the evaluation sheet which is used by the lecturers, mentors and principals when observing lessons and offering marks for the lessons of interns at

schools. This can result in paying more attention on children and their rights while teaching.

References:

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ZAMBIA

Exploration of the roles and relationships, power and assignments of Student administrative bodies in selected secondary schools on the Copperbelt Province

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1. Introduction

The administrative structure in Zambian schools consists of teachers and pupils. On the teachers' side the structure is made up of head teacher, deputy head teacher, senior teachers and the rest of teachers while the pupils' structure consists of prefects and classroom monitors. However, class and school councils have been introduced in all Secondary and in some Primary schools on the Copperbelt since 2009. The introduction of school councils has created misunderstanding between the prefects and council members. This report focuses on the roles and relationships, power and assignments of school council members and prefects in selected secondary schools in order to clear the misunderstandings as reflected in Copperbelt province CRC school and district council's minutes and conference reports.

2. Frame of Reference

Zambia like many other nations ratified United Nations Charter on human rights, including the rights of the children and has since been involved in many domesti-

cated activities to maintain this commitment. The country signed the International Convention on Children's Rights in September 1990 and ratified the commitment in December 1991.The Zambian constitution addresses issues of human rights as well as the rights of children.

Under the Zambian law, children have rights and responsibilities and as such all citizens are obliged to respect and uphold these rights. The rights of children are interpreted in terms of the three principles; protection, provision and participation. One of the aims in the Zambian policy of education is to awaken concern of civil liberties and human rights for the consolidation of the democratic character of the Zambian Society (MoE 1996:52). The Ministry of Education has incorporated Child rights in the curriculum in order to interpret and implement the CRC. At university level, programs for students pursuing bachelor degrees in Education have incorporated CRC issues through civic education and social studies. At secondary school level, civic education and civics include CRC issues while social and development studies have elements of CRC at primary school.

> Apart from including CRC in the curriculum, secondary schools on the Copperbelt Province have established Class Councils and School Councils. District School Councils have also been established and are operating. The class council is a means for children to raise matters of importance to them and bring these matters to their school council. The school council executive committee members are elected from the class council representatives. The council is composed of the President (chairperson), Vice President (Vice Chairperson) Secretary, and treasurer. The roles and organization of school councils is enshrined in Toolkit for establishing class and school councils (Mwape, *et al* 2006).

Like most schools following the UK system, schools in Zambia have a prefectural system and they have been in existence for more than 60 years. Their history can be traced way back to missionary education. Prefects hold administrative responsibilities. In addition, the discipline of the school is coordinated and organized through prefects (Simpson, n.d). The prefects are appointed by the school administration with recommendations from the outgoing prefects. There are no other official documents in the Ministry of Education setting out the roles and operations guidelines for prefects.

At Primary school level, prefects are chosen by the teachers in grade 7, which is the final year of primary School, and at the end of grade 12, which is the final year of secondary school. In the Secondary School there are more than 20 prefect posts. These include Head Boy, Head Girl, Sports Captain, Vice-Sports Captain, the House Captains as well as Vice-Captains and ordinary prefects. School prefects are expected to act with decorum and be conscientious of the school regulations. They are intended to be akin to staff members in their enforcement of school rules. As a prefect, a student is expected to act with maturity and work to preserve the school building and ensure that pupils

conduct themselves in an orderly and appropriate fashion. The other roles and duties performed by prefects include:

Monitor set area - Prefects are generally assigned a set area to monitor. During duty time, prefects should patrol their set areas faithfully and ensure that other students do not loiter and that no mischief is going on. Often, prefects are held responsible for rule-violating behavior that occurs within their set area, so they must ensure that they watch carefully and successfully thwart any attempts and misdeeds.

Enforce dress code - Prefects must ask students to modify their attire if they are out of dress code, or give them a dress code violation if the attire cannot be satisfactorily modified. Because they are to enforce dress code, prefects must also strictly adhere to the dress code themselves. If a prefect's attire deviates from the regulation attire, other students see the prefect as hypocritical and are less likely to follow his direction.

Protect school property - While patrolling their set areas, prefects must ensure that no damage is done to school property. Preventing this damage is important because damaged school equipment can be highly costly to repair.

Report any violators - Prefects must inform school administration of any rule-violations they witness. Commonly, prefects are given a small note books to use for the recording of rule violations.

Act as student leaders - Prefects are intended to be role models to other students. In addition to act as leaders of the general student body, some prefects receive their opportunity to take a leadership role within the prefect system. Commonly school administration selects lead prefects. These individuals act as student administrators and oversee all other prefects to ensure that the system operates effectively and all members do their part to ensure the safety of the school environment.

Existing situation in Zambia today is that School Councils and Prefects work in isolation. There were, when this project started, a misunderstanding of roles between school councils and prefects as reflected in Copperbelt province CRC school and district council's minutes and conference reports.

The change project is premised on articles 3 and 12 of the CRC (in the best interest of the child and respect for the views of the child). These articles enhance provision, protection and participation. While prefect bodies should or are expected to enhance provision of education and protection of child, very little is done to enable them participate in school decision making process. On the other hand within the same schools, the school council members should be or are expected to be actively involved in decision making process that impact on participation, protection and provision. This has

created the misunderstanding as regarding roles and relationships, power and assignments between the two student administrative bodies.

3. Purpose

To explore the roles and relationships, power and assignments of school council and prefectural body in three selected high schools on the Copperbelt province.

4. Methodology

The change project targeted head teachers, deputy head teachers, link teachers, patrons/matrons for prefectural bodies, school councils and prefectural bodies at Kitwe Boys, Chingola and Chililabombwe Secondary Schools on the Copperbelt province. Below are the activities carried out during the project.

Reporting back in home country

The team reported back to the Provincial Education Officer (PEO) and submitted a written report about the training in Sweden. On 24th July 2012, the project plan was submitted and the team sought permission to implement the project. The PEO granted permission and pledged support the team and CRC activities as a whole.

Developing instruments for data collection.

An interview schedule was developed *(Appendix A)*

Sensitization and consultative meeting of stakeholders

On 9th August 2012, the team oriented the stakeholders and got their views of the project. After explaining the project to them, they were also asked to outline the roles of the prefects and school councils and the challenges these two bodies face in their operations.

Participants working in groups

In attendance were head teachers, Senior Education Officer- Guidance and Counseling (SEO-G), deputy head teacher, teacher, Senior Education Standards Officers (SESO), Education Officer- Teacher Education (EO-TED) and Education Standard Officer (ESO) general.

The participants suggested that the project expands the stakeholders to include

- District Resource Centre Coordinators under *'a'* stakeholders
- SEO guidance and counseling, Education Officer (EO TED) and Head teachers association to be included under '*b*' stakeholders
- Deputy Head teachers to be included under target group for teachers in the three selected high schools, where the project will be implemented.

Pretest

Pretest of the designed instruments was conducted at Helen Kaunda Secondary School on 14th September, 2012 and thereafter the instrument was revised by rewording and dropping certain questions.

Girls at Helen Kaunda under pretest

Group discussions and interviews

Discussions and interviews were carried out at Kitwe Boys, Chingola and Chililabombwe Secondary school. These discussions targeted head teachers, link teachers for school councils, patrons for prefects, prefects and school council members.

Change Agents discussing with prefects and school councils members

Indaba I

The meeting was held at Chingola Secondary School on 12th October, 2012. In attendance were pupils, teachers, Education Standards officer (ESO), District Education Standards Officer (DESO), District Education Board Secretary (DEBS) and Head teachers. In all they were 57 participants.

Patrons and link teachers during group work

Pupils Group discussions

Mentor and change agents visit to project schools

Mentor and change agents visited change project schools and Kitwe College of Education on 19th and 20th March, 2013. The mentor had group interviews with pupils and then with school administrators on the operations of prefects and school councils.

National Conference

The national conference was held at Moba Convention hotel on 21st March 2013 in Kitwe. The conference reviewed CRC activities on the Copperbelt and also learnt how batch 16 change agents had progressed in the implementation of their change project. One key note presentation was by our mentor Bodil Rasmusson from Lund University. Participants included prefects, school council members, change agents, PRCCs, EO-TED, DRCCs, DEBS, DESO, ESOs, head teachers, link teachers, atron for prefects, Copperbelt PEO, PESO, and chairperson for Civic Education Association.

Bodil with CRC Change Agents after the conference

Change Agents school visits

School visits by the change agent were held from 5th to 7th August 2013. Starting with Chingola Secondary on the 5th and ending with Chililabombwe on the 7th August 2013

Prefects, School council members, link teacher and change
agent at Chingola Secondary School

The focus of the school visits was to find out how prefects and school council members were operating after the Indaba and National conference in which the roles and relationship, and power and assignments of the two student administrative bodies were clarified. The group discussions were held with selected prefects and school council members and then with head teachers by the Change Agent.

Indaba II

Part of the Consultative meeting participants

The meeting was held at Chingola Secondary School on 8th August 2013. The objectives of the consultative meeting was to consult with stake holders on the formulation

of roles for the prefects, school councils and link teachers to go into the pamphlet and also to share findings on how things are in schools between the prefects and the school council after the Indaba on the clarification of roles and the National conference of March, 2013. The participants included all change agents based on the Copperbelt, Provincial Education Standard Officer, All Copperbelt province DEBS, Teachers and pupils from the Change project schools.

The participants were asked to discuss the following
• What has changed in their existence as prefect and school council members?
• How were they operating?
• What challenges were they facing if any?
• What they wished to happen?

5. Results

The results are organized according to the way the activities were implemented.

Sensitization and Consultative meeting of Stakeholders

The stakeholders felt that the project was very good and came at the very right time. They pledged to support it. The meeting also revealed that prefects protect the interest of school administration rather than their fellow pupils and had more privileges than school councils. Interestingly, they also mentioned that there was a legal backing for the existence of the prefects but they failed to produce a written document up to the time of this report. The roles of prefects were just to enforce school rules such as maintaining discipline, law and order. They explained that prefects were nominated by fellow pupils but administration had a final say on who becomes a prefect. On the whole, prefects did not participate in decision making.

The participants further explained that there was no law which compels school administrators to invite school council representative to attend school board and Parent teachers Association (PTA) meetings. School council members needed continuous sensitization on the channels of communication and their roles if they had to operate effectively. They felt continuous sensitization was important in the operations of School Councils to fill up gaps created due to transfer of staff, deaths and other pupils graduating and others taking up office. All teachers need to be sensitized in CRC and take an active role in sensitization of school council members.

The participants further suggested that CRC should be on the agenda of provincial Stakeholders Continuous Professional Development (CPD) meetings. There was need to plan and include school council activities in the school, district and provincial budgets. The District Education Board Secretaries (DEBS) should sensitize head teachers during meetings on the importance of school councils. In order to maintain peace, both prefects and councils members should be present in meetings requiring pupils representation. In School board governance, only a pupil representative is mentioned and did not indicate who should sit on the meeting between the two pupil representative bodies. The roles that stakeholders discussed were based on Mwape *etal* (2006).

In conclusion they urged batch 16 to work according to the project plan and encouraged them to start work immediately as there was need to narrow the gap between school councils and prefects.

Focused Group discussions and interviews with prefects and school councils members

The discussions confirmed that there were misunderstanding between school councils and prefects which emanated from power distribution, undefined roles, lack of sensitization on the part of the teachers and pupils and lack of collaboration between the two student bodies.

> The prefects revealed that there were no written roles for the prefectural student body and roles were only verbally assigned to them. They used school rules as guidelines. There was no orientation on the roles from school administration. However, fellow outgoing prefects oriented the new ones. Those oriented, did the same to the rest of their colleagues.

> All teachers and pupils were aware of the existence of the prefects and were fully aware of their operations. They had a direct communication to administration, and they got feedback immediately. They had teachers (patron) to guide their operations.

Relationship with school council

The discussions with the prefects revealed that there was a bad or no relationship at all between the prefects and the school council members. School councils operated like a secret society with their dark corner meetings. Prefects were recognised by a different uniform, while school council members were distinguished by the invisible tie or badge which was not even sufficient for every school council member. They felt favoured by

the school administration than the school council as they even had a room to operate from.

The discussions, interviews and observation revealed that prefects did not understand Child rights and the operations of the school councils. They felt that school council members liked poking their noses in other people's issues. It was noted that the school councils operated with unwritten roles. The roles were verbally assigned by pupils themselves and there was no orientation on the roles by the school administration. Pupils from Temweni, Chiwala and Luanshya Boys secondary schools oriented them on school council operations. School council members felt that without guidelines, they were bound to error. The toolkit which provides roles for school council members was not available in school and majority of the council members had never seen it before. They operated with a lot of difficulties and no support from the School Administrations.

Interestingly, all teachers and pupils were aware of the existence of school councils but not everyone was aware of what the school councils should be and did in the school. Communication was through the link teacher to administration, and who usually did not bring back the feedback. They operated with little or no recognition at all by the school administration and were not usually consulted in decision making except when there were riots in school.

The presence of the school councils had improved teaching and learning through introduction of gate closing, period registers, class passes and reporting of teachers that were not teaching effectively. Moreover, in one school, there was school council representative on the PTA and school board to participate in school administration. The council member encouraged other pupils who had problems to see the appropriate teachers and administration, thereby encouraging them to be coming to school. It was observed the school councils impact was not felt because their status was compromised by the teachers and school administration.

The school council members confirmed that they had a very bad or no relationship at all with prefectural body. They never had any meetings together since the two student bodies had different duties. They felt that prefects were favoured and given much power by the school administration and teachers e.g. if a school council member and a prefect report late, the school council member is punished, while the prefect is let free.

The discussions revealed that the implementation of child rights by the school council members was a source of misunderstanding. For example, school council intervention in pupils who were punished during learning hours by prefects was seen as poking their

noses into prefects business. Prefectural bodies and some teachers did not understand child rights. No wonder, in one school, it was learnt that rights were hung by the gate once at school and only picked on the way home.

The school council suffered from inferiority complex as they had no office to operate from and a special uniform. Prefects were recognised by a different uniform, while school council members were distinguished by the invisible tie or badge which was not even sufficient for every school council member.

Interviews with head teachers, link teachers and prefect matrons and patrons

The respondents admitted that there was a misunderstanding between prefects and school council members. They also felt that both pupils' administrative bodies were important to the management of the school. They explained that with high pupil to teacher ratio situation, teacher's capacity to maintain order in school was difficult. Hence there was need to bring in pupils to assist in enforcing order. However, they did accept that it was not the role of pupils to maintain order and discipline in school.

They also recommended the school councils for bringing in positive changes in school administration through the number of projects they had implemented. In fact one deputy head teacher strongly recommended to only have one pupil's administrative body – the school council as it was serving the interest of the learners as opposed to prefect who serves the administration.

Indaba I with school council, prefectural board, teachers and school administrators

Pupils discussing during the indaba

It was agreed that both student administrative bodies should be treated equally by teachers and school administration and there should be equal power distribution between them. Both students' administrative bodies should have different uniform and

should introduce at the same time during the assembly by the school administration. Moreover, it was pointed out that school council members should not be humiliated when being corrected as it was with the prefects and prefects should also have someone to punish them when they are wrong.

Teachers, pupils, prefects and school council members should be oriented on the roles of the two administrative bodies and the roles printed in a booklet for future reference. Both prefects and school council members should be oriented at the same time. This will enable both bodies to be aware of one another's' roles. In addition, the tool kit should be given to every school council member and also the guidelines be provided for the prefects in order for them to operate effectively.

It was agreed that the two student administrative bodies should be having joint meetings to enhance collaboration between them. However, it was important there should be separation of powers in the way they discharge their duties. The two were interdependent on one another like the legislature and judiciary. School council should make rules with the help of the administration and these rules should be presented to the prefects to implement.

Both prefects and school council members should participate in decision making by attending both the Parent Teacher Association (PTA) and school board meetings. In conclusion it was agreed that child rights to be respected by teachers, school council, teachers and school administrators.

Head teachers, Link teachers and school council
patrons having a discussion

Change Agents school visits after the clarified roles at Indaba

The subsequent visits to schools revealed the following
- before the indaba, prefects and school council members worked as individual bodies. School council made rules by themselves, but this time, prefects were present as class council members.
- the head boy and the head girl were invited to attend school council meetings so that they listen to complaints concerning the prefectural body.
- school Council operated with more recognition by the school Administration.
- there was consultation on decision making in school. Teachers consulted the school council and encouraged them to take action on issues arising.
- prefectural body had realised that School council are part and parcel of school administration. There were consultations between the two student bodies.
- both pupils' administrative bodies had understood their limits
- school council members were introduced at assembly, that they are student leaders, just like prefects.
- there was transparency as the role of each student body is known.
- both pupils' administrative bodies had room to meet from.
- among the two schools out of the three, where there was no school council representation on the board, one school head teacher felt there was need to include them.
- the role of the monitor that was abolished by school council had been reinstated because they had understood their roles.
- there was a lot of sensitisation on several issues e.g. prefects stopped being corrupt.

Challenges

The subsequent visit to the schools revealed that Grade 12 pupils did not have much respect for school council. Grade 12 pupils felt that they were superior because some council members were from lower grades. This made it difficult for school council to operate effectively as rights with responsibilities were not fully understood by pupils

Moreover, at times the school council broke the channel of communication by confronting teachers who failed to perform to their expectation, thereby, having conflicts with the teachers.

Another challenge observed was that sometimes feedback was not given by school administration on issues raised by school council.

Indaba II

The participants were mixed and then grouped to work on group tasks, which was to define the roles of the prefects, school council, patrons and link teachers. We wanted to see if there were other new roles other than what was submitted last time and also to see if there was a consistence in the roles. The identified and defined roles would be published in a pamphlet by batch 16. Roles were defined as follows:

Roles of Link Teachers/patron and matrons

- Must link the pupils to the administration.
- Disseminate information between the pupils and the administration.
- Ensuring that there is order between the prefects and the school council representatives.
- Being available for pupils.
- Orientation of the pupils.
- Help implement the plans of the school board.
- Role models.
- Coordinate and monitoring the progress of the school council.
- Bridging the gap between the school council and administration.
- Guiding the school council.
- Working hand in hand with the prefectural body and the matron/patron.
- Sensitizing other teachers on the roles of the school council.
- Following up on issues discussed and giving a feedback from the administration.
- Explaining the rights and responsibilities to the pupils.
- Speak on behalf of pupils.
- Help protect rights of pupils.
- Help fulfill pupils' wishes.
- Advocate for better learning conditions.

Roles of School Council

- Link between administration and pupils.
- Formulating school rules.
- Speak on behalf of the pupils.
- Help the administration with sensitization.
- Protect the rights of pupils.
- Advocate for better learning conditions and
- Sit on the board and assist in decision making.

Roles of Prefects

- Ensure that school rules are followed.
- Implement and enforce the rules formulated by the school council.
- Ensure that pupils wear a recommended uniform.
- Maintain discipline and order in school, in the absence of a teacher.
- Help the school in implementation of co-curricular activities.
- Acting as an eye and ear of the administration and
- Protecting other pupils.

6. Discussion and Reflections

The misunderstanding between the school councils and prefectural bodies was real and needed concerted effort by all change agents, administrators and teachers. Clarification of roles and relationships, power and assignment had assisted in clearing the misunderstanding between the two pupils' administrative bodies. However, this is not the end by itself, there is need to continuously sensitize both the administrators and new students on the roles of each pupils administrative body. Moreover, there is serious need to avail the toolkit for establishing the school councils to the members and each school formulating or adapting guidelines to enhance prefectural body operation. Without written guidelines there is a likelihood of abuse of power by any of the two administrative bodies and school administration which could result in misunderstanding.

Surprisingly the two student administrative bodies had become closer to each other and appreciated each other roles. Students had a lot of ideas that needed exploration. The head teachers, link teachers and patrons were supportive to school councils after sensitization. With this developing trend, could it be possible that the two student administrative bodies work as one body? There is need to explore this developing trend in order to enhance child rights in schools.

7. Way forward

Change Agents should continue sensitizing and monitoring the stakeholders involved in CRC implementation in the three schools. The lesson learnt from this project will be rolled out to other schools on the Copperbelt province. By so doing we will be narrowing the gap for batch 18 to continue with their project, which is focusing on creating a

platform for the two student administrative bodies to work together in decision making according to CRC norms. Moreover, the team will need to publish the developed the roles and relationships, power and assignment of the school councils and prefectural bodies and have them distributed to schools to guide the operations of the two.

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Appendix A

INTERVIEW SCHEDULE

Exploration of the roles and responsibilities, power and assignments of school councils and student administration at Kitwe Boys, Chililabombwe and Chingola High Schools

Personal details

School .... Position ....

School characteristics

Number of pupils   male ....   female ....
Total ....
Number of teachers   male ....   Female ....
Total ....
Number of classrooms: ....

School councils

- Have you got a functional School council?
- Are there any written roles for school council members?
- What are the roles of the school council?
- Are the school council members oriented on their roles?
- How do they operate?
- Who assigns roles to school council members?
- How are the roles assigned to the school council members?
- How often does the school council meet?
- Are there any guidelines to assist you in the implementation/ organization of school councils?
- How effective is the structure of school council in your school?
- Has it improved the organization of school?
- Are there class councils?
- How many class councils are there?

School Prefects

- Do School Prefects bodies exist?
- Are there any written roles for school prefects?
- Are the prefects oriented on their roles?
- How do they operate?
- What are the roles of the prefect?
- Who assigns roles to prefects?
- How are the roles assigned to the prefect members?
- How often do prefects meet?
- Are there any guidelines to assist you in the implementation/ organization of prefects?
- How effective is the structure of prefects in your school?
- Has it improved the organization of the school?
-

Relationships between the councils and prefect members

- How is the relationship between School council members and prefects in your school?
- How could the relationship between the school council and prefects be enhanced

3. Summing up

In this chapter we, the Lund University mentors[1], are reflecting on some of the focus areas presented and conclusions drawn by the participants and the country teams in their final project reports. The word project itself is a bit problematic since the change projects implemented by the country teams are supposed to run without a defined end-point and without special funding. Many of the projects have started change processes which will most probably continue and branch out, which is what happened in the previous 15 batches which included more than 100 country teams. The first 10 teams started the programme in 2003-2004, which is now 10 years ago.

In the text below we are deliberately as close to the existing texts in the final reports as possible. We are just summarising, categorising, comparing and highlighting what is already there.

1. Purpose/aim and target groups of the Change Project

In the matrix (table 1) we have summarized all mentioned *purposes/aims* and *target groups* of the change projects in all the final reports of batch 16 to get a clear overview. Horizontally are the focused target groups and vertically are the purposes/aims.

As could be seen from the table, some change projects are broader and cover more than one area or topic and many target groups. To motivate and improve participation and transform into Child and Learning Friendly school environment are the most focused areas. 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 16 (see also section 2 below). What also could be seen in the projects of batch 16 is that some projects are based on already started projects, such as the three first mentioned.

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1   The Lund University mentors in the International Training Programme CRC, Classroom and School Management responsible for this summarizing chapter are Agneta W Flinck, Lena Andersson, Per Wickenberg, Bodil Rasmusson and Ulf Leo.

Table 1.Purpose and target groups of the Change projects. One change project can have more than one target group (x).

Target groups: Purpose/aim	Teachers	Students / learners	Principals, staff	Parents	Local officals	Teacher Trainees	Teacher Trainers
Create a complement to the existing Child Rights based curriculum and ensure further CRC implementation in schools, gradually to a larger scale	x	x	x				
Change attitudes and increase students' participation in classroom and school management	xxx	xxx	x	X			
Increase knowledge, change attitude and practice of teachers, principals and students in primary schools and teacher trainers and teacher trainees towards a more learner centered approach	x	x	x			x	x
Revitalize implementation of CRC in the learning process through authentic and participative learning together with protection	x	x					
Explore roles and relationships, power and assignments of school councils and prefectural bodies	x	x	x				
Include the cultural heritage in the classrooms to build a cultural identity	x	x	x				
Create a conducive learning environment through participation	x	x	x			x	x
Raising awareness in Child Rights, especially in participation and protection by producing teaching materials	x	x	x			x	x

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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. [2]
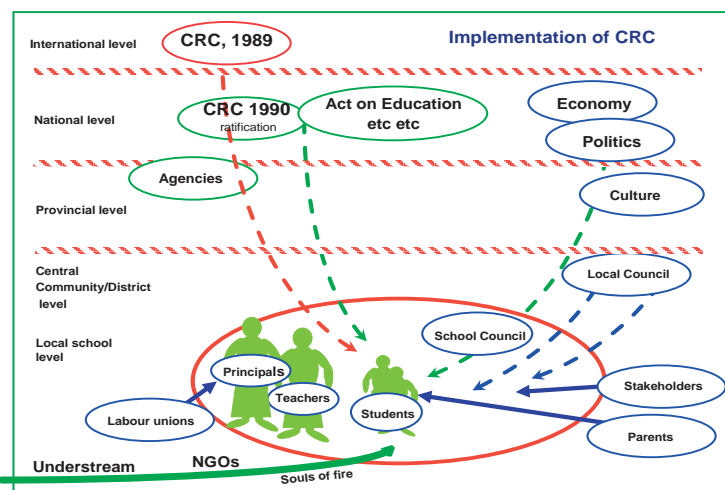

Figure 1. Implementation of CRC at three socio-administrative levels: National/State; Provincial/Regional, and Local School/Community level (elaborated according to Wickenberg, 1999/2004).

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 in this ITP. When starting to implement some new ideas and policy documents at the local level of society, you soon find that there already are existing social and professional norms, dedicated people and committed organizations (e.g. NGO:s) working with the issue at stake (forming the local undercurrent). One question is; what is happening, and what has happened on each level regarding CRC in the education sector when the change projects in this ITP have completed the first year of the change project and continue onwards. As previously mentioned, changing norms (legal, professional and social norms) can be viewed as *a key feature of capacity building* as well as the empowerment of excluded groups who are an important steering mechanism towards values, behaviors, attitudes and action patterns in society.

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2   These words or concepts could be very different from country to country. The organisational principles of a state or a country - experienced, realised and learned so far - is very contextual. The same goes for Provincial and District levels in different countries.

In this section which deals with the summary of the countries and the change projects, the mentors are using the well-known Convention summary - the 3 P s which stand for *Participation, Provision and Protection* - as another point of departure and foundation on which to organize the material from the participating countries. These three categories of Ps are usually associated with Eugene Verhellen[3]. The mentors screen the countries with the CRC-3P s perspective in the ITP on Child Rights Classroom and School Management.

CRC-focus	Participation	Protection	Provision
Total	6	2	

Table 2. Shows the main focus (protection, provision and participation), and the starting point in the ten Change projects in batch 16

All projects in batch 16 use one or two Ps, more or less distinctive in the text. However, six projects have a main focus on participation and two of them also include protection. Some of the projects are very general as to the purposes and include all three Ps. Most projects use participation as a starting point, but adding also provision and protection at the end.
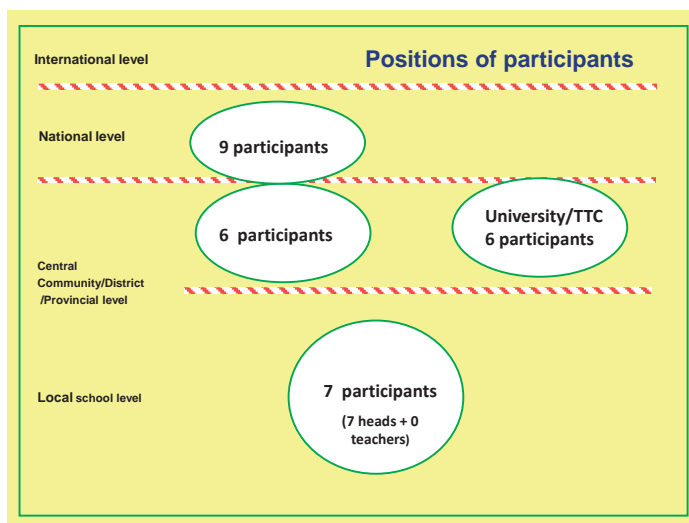

Figure 2: The participants in batch 16 were recruited, as shown in this figure, from the three socio- administrative levels: National/State; Provincial/Regional, and Local School/ Community level. The graph shows the distribution of the participants (in total 28).

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3   Verhellen, E. (2000) Convention of the Rights of the Child: background, motivation, strategies, main themes. Bruxelles: Garant.

The aim is to recruit teams with professionally active people 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 16. The participants are represented at all three levels, but the provincial/regional level has somewhat higher representation. One factor behind this is that teacher education is often located at the middle level and in batch 16 there were more persons than usual representing that area.

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 as above here to plot the projects in Batch 16. Most change projects are only applied at one level, but three change project are implemented at two levels, targeting teacher trainees at teachers colleges and students and teachers in schools. So these three projects are implemented at both local and central/district level. That is why 12 change projects are positioned, but in reality there are only 10.
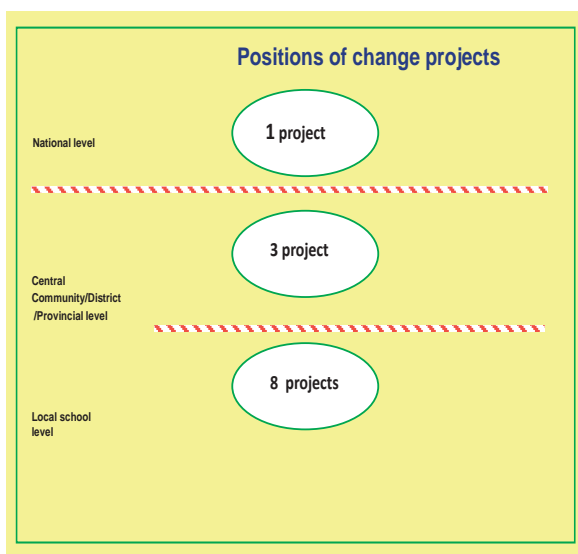

Figure 3. The change projects in batch 16 are active on the three levels: National/State; Provincial/Regional and Local School/Community level.

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. If the position of the projects in batch 16 is compared to the distribution levels of participant representation it is clear that even if most of the participants are from central/district and national level, the projects are still implemented in most cases

at local level. There are several reasons behind that, some of them are that it is easier to start a project close to you so you to start with can monitor, sometimes it is important to start locally to gain experience, and sometimes it is lack of money and transportation that influence the choice.

3. Challenges

This section summarizes the different types or categories of *Challenges* which are reported and emphasized in the final reports in Batch 16. 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

One of the most mentioned challenges is that change takes time. The training they have planned and implemented is not enough, something that the teams realize when it is time for the mentor's visit, which takes place about one year after the start of the programme. Introducing the purposes mentioned above in many cases involves also change of attitudes, norms and behaviours. It is not easy to change attitudes and action patterns on every socio-administrative level. What we have seen over the past 10 years in batches 1 – 15 is that the change agents continue to work on these changes in their social context, not only directly in the project, but also as to their personal social context. In most cases they are making a difference over time. They also get support from the network, which is very important as they already gained experiences in their ongoing projects. 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 to begin with, could be to involve teachers at all stages in a more participatory way and allow them to share ownership of the project.

Lack of knowledge 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. In many cases, however, these challenges change when the change projects and the change agents have used training to obtain awareness among target groups and stakeholders. The is in many projects part of the projects and it is seen that this training by time 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. In many cases it is easier to use the three Ps, compared to use the full articles from the convention to start with. This of course takes time but in almost

all cases the activities make a difference in how the child is perceived and understood: a competent human being – as a child – participates in everyday life in his or her society.

Lack of resources (money) - Time (time required for change)

Lack of resources, money as well as other resources is a challenge for many teams. They have no money for transport, not for material or stationaries, and not for refreshments. When this ITP started, we heard the following question quite often "How do you get money for the change projects?" However, over time, we have instead heard this reaction more often "It is quite useful to see that money is not always the first priority when working on change processes. On the contrary it is really good to realize that we could make a lot of changes in our school or district without more money!" There is a lot to be done that does not require money – at least not initially. We have our human resources which can be used in efficient ways. Change agents sometimes have to explain for stakeholders that the projects are not funded and that the purpose of the change agents is not to just provide a bag of money.

A major challenge is time. All the team members are already working full time, sometimes more, and on top of that comes the project. Transport also takes a lot of time in the cases where the project location is far away. It must also be considered that the project implementation and activities must fit in to the ordinary school work and schedule. The change agents must continue with their regular work as well. On top of that comes the work with change projects. And this is a real challenge for the change agents! But after some time it would appear – according to what we have seen – that it works in any case mostly because the change agents are highly motivated.

Lack of support - Parents and other key persons are not participating

Support by principals/headmasters and other key persons, local leaders as well as parents are crucial for the change processes of CRC. Key people at the local social level must be mobilized at an early stage. If the change project has had key people to set the foundation for change, it will be easier to get the support required by different dedicated and motivated actors.

Political instability, patriarchal systems, traditional values and religious perceptions are in many cases major challenges. Children learn about their rights in school but are affronted with different norms and values at home. They learn that they have the right to be protected, but they can still experience abuse at home. Mobilizing parents, especially the fathers, is therefore essential. It is often easier to involve the mothers. 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.

4. Way forward

This section will sum up the way the teams have planned for the future and for the 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 16 have carefully planned for the future, something that is also discussed during the mentor's visit. Below follows the categories mentioned by the teams.

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, training, follow-up seminars and campaigns as to the target group/s. 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, but as mentioned before it takes time. In many cases the teams during the monitoring realizes this issue and start planning for more training sessions.

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 16 guidelines, booklets, support materials for teachers, and monitoring tools have been produced and left behind at the project sites.

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. The plan is that the already trained and active persons (teachers, principals or other targeted persons) later can be used to introduce the project idea to other target group/s. This is a kind of delegation as well as capacity building and it is a very essential component of sustainability. There are also schools that are now connected to each other in the work with CRC.

Connect to the national network

In all of the countries in batch 16 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 to work together with the network others are planning to start working with the national network. This is more frequent now when the national network are more established and known within the educational sector.

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 development, and not principally for control, is a must for sustainability. It is also vital to have the follow up as a continuous process, which is stated in many of the reports.

5. Concluding remarks

This is the fifth book published in this ITP programme. We therefore have a reason to compare the analysis and the comments presented here with that of the previous batches (12, 13, 14 and 15). One difference is in the recruitment of participants. Batch 16 as well as batch 12 has more participants at the national and regional level compared to earlier batches. This has not affected the orientation of the projects batch 16 also has 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. According to levels of the projects batch 15 and batch16 are rather similar.

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 maybe participation is used as a means to also include issues of protection and provision in their projects for change. Another reason could be that protection and provision seem to be to a certain degree fulfilled but participation is so far only introduced in the curricula but still not implemented. During the school visits in Sweden they also had the possibility to discuss with members of school councils, which made a serious input on the teams and which the teams took as a good example of how to implement participation.

There are clearly several passionate and committed team members in batch 16 as in the other batches, who are real change agents and are ready to work and support their own change project for some time to come and also support change projects from other teams to come. That alone fulfills the overall goal of the programme.

4. Contact Details

For more information about the ITP on Child Rights, Classroom and School Management, please check the website

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Child Rights, Classroom and School Management, Batch 16, 2012a

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 16 with change agents from Cambodia, China, Colombia, Ethiopia, India, Indonesia, Malawi, Mozambique, Sri Lanka and Zambia.

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