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Child Rights, Classroom and School Management

Change Projects from the International Training Programme Batch 18 - 2013a

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2014

Document Version:

Publisher's PDF, also known as Version of record

[Link to publication](#)

Citation for published version (APA):

Rasmusson, B., Andersson, L., Wångdahl Flinck, A., Leo, U., Wickenberg, P., & Alfredsson, E. (2014). *Child Rights, Classroom and School Management: Change Projects from the International Training Programme Batch 18 - 2013a*. Lund University Commissioned Education.

Total number of authors:

6

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Change Projects from the International Training Programme



Child Rights, Classroom and School Management

BATCH 18
2013a

Change Projects from the
International Training Programme

Child Rights, Classroom and School Management

Final Reports
Batch 18
2013a

ISBN: 978-91-980535-3-1
Lund University Commissioned Education
Postal Address: Box 117, 22100 Lund, Sweden, Phone: +46+46-2220707
Printed by Media-Tryck, Lund University, Sweden 2015

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PREFACE

We would like to thank all change agents in Batch 18 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; China, Egypt, Ethiopia, India, Malawi, Mozambique, Namibia, South Africa, Uganda, and Zambia.

Lund, November 2014

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I. 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 2013 the 17th and 18th batch started the redesigned programme and this book is one of the results of batch 18.

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 180 change processes in the participating countries.

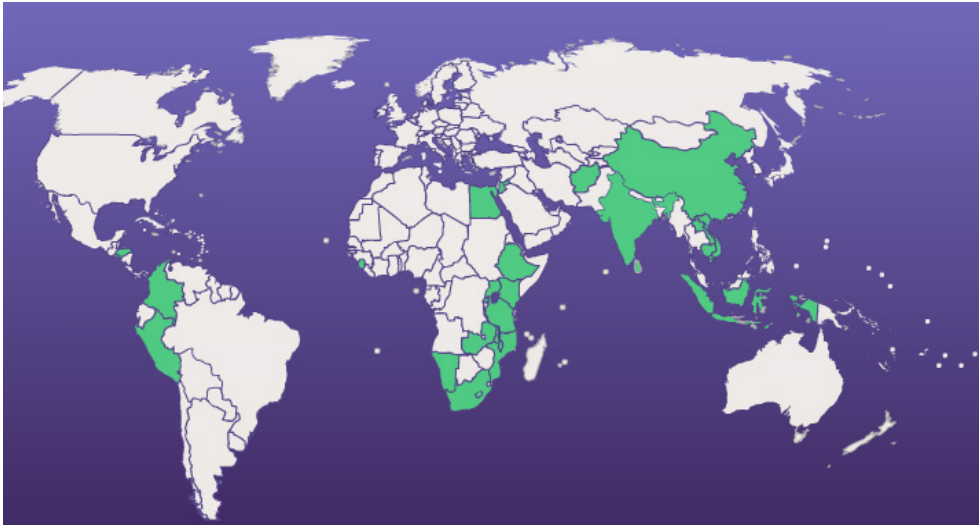


Figure 1: Countries with change agents and initiated change processes as a result of the Child Rights, Classroom and School Management programme

Contents

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

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

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

Target Group

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

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

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

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

At the national level: teacher trainers, headmaster trainers, staff at institutes working with educational development and at Ministries of Education.

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

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

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

Latin America: Bolivia and Colombia

Participants and teams are selected with the thought in mind to optimize the outcome of the course and make the change processes sustainable. Countries are selected to participate on several occasions over the years. This means of participation of different teams from the same country over the years creates the conditions for a critical mass,

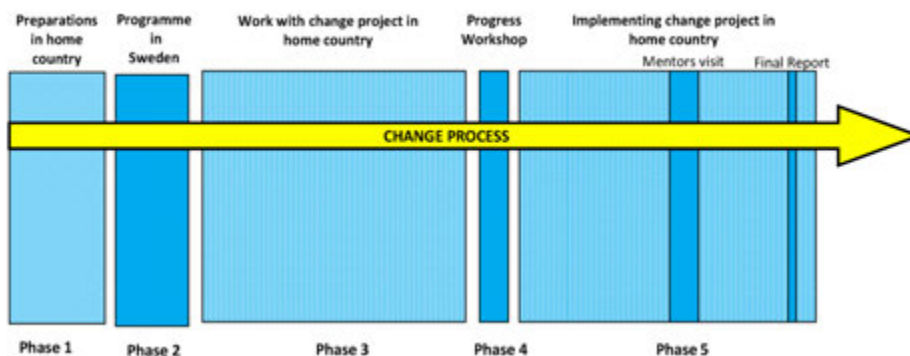
for network building and for strengthening the change processes, all of which have already begun. Over the years the following countries have been represented and have established networks of Change Agents on different levels:

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

Batch	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Country																			
Afghanistan							1												
Bangladesh	1	2																	
Cambodia												1		2	3	4	5		
China	1	2		3	4					5	6	7		8		9	10	11	
Colombia				1	2	3		4	5	6	7	8	9	10		11	12		
Egypt			1							2		3		4	5		6	7	
El Salvador										1									
Ethiopia	1	2		3		4	5	6	7	8		9	10			11		12	
Honduras		1																	
India			1	2		3		4	5		6		7	8	9	10		11	
Indonesia	1		2	3			4	5	6		7	8	9		10	11	12		
Jordan		1			2	3		4			5								
Kenya	1			2		3													
Laos					1	2		3											
Malawi			1	2	3		4	5			6		7		8	9		10	
Mozambique							1		2						3	4		5	
Namibia		1	2			3			4		5			6			7	8	
Peru	1	2																	
Rwanda	1																		
Sierra Leone												1	2	3					
South Africa			1		2						3		4	5	6		7	8	
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		13		
Uganda				1	2	3	4	5	6	7	8		9		10		11	12	
Vietnam		1	2			3	4		5	6		7	8		9		10		
Zambia	1	2	3		4		5		6	7		8		9		10		11	

Programme Structure

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



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

A description of the different phases in the programme for batch 18 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. (February-April 2013)

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. (April 29 – May 23, 2013)

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 - November 2013)

Phase IV – Progress workshop in Sri Lanka 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 10-20, 2013)

Phase 5 - Implementing the project in the home country with assistance from the mentor. After phase four in Vietnam, 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 2013 – November 2014)

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 18 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 - Bodil Rasmusson, Lena Andersson, Agneta W Flinck, Ulf Leo, 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. CHANGE PROJECT REPORTS

China

China had its first team in batch 1 (2003) and in total 13 teams and 38 change agents in batches 1-21 (November 2014) in the programme.



Level	Change Agents	Change Projects	Comments
National	3	0	
Region/Province/ District	30	7	Teacher Training
Local	5	6	

Table1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

The Child Rights Programme is focusing Inner Mongolia, an autonomous region in China. The implementation of CRC in education, learning and teaching has been gradually dominated by participants from *teacher training institutions*, and directed against *participation* by students in schools and student teachers at Inner Mongolia Normal University, Tongliao Vocational College, and Chifeng University.



Area: 9,596,960 km²
Population: 1,367,740,000 (est. November 2014)
Capital: Beijing
Independence: 1912/1949
Official Language: Mandarin
National Country Coordinator: Sun Baijun, (baijun_sun_9@hotmail.com)

CHINA

Implementation of Participation in Teacher Training on CRC in 3 universities in Inner Mongolia

Qi Ying, Ma Jingxin and Jiao Feng

1. Introduction

As a country with large population and long history, China has conventional education system and thoughts. In order to change the grade-oriented educating concept into students-oriented concept, education reform has been carried on since 1999. Many researchers devoted themselves to this reform. However, large amount of works remained at the researching stage and were hard to be implemented due to variety of difficulties.

Inner Mongolia is an autonomous region in northern China which is a developing area and short of well trained teachers and advanced teaching facilities. Most of the teachers' minds are inflexible and their vision is limited. But there are many educators who are eager to change the current education situation and taking parts in the reform. And luckily, the amount of ambitious educators is enlarging quickly in recent decade. China signed the CRC in 1990 and ratified it in 1992.

CRC project, started in 2003 in Inner Mongolia, has not only helped teachers and educators of Inner Mongolia to survey Child rights from a new and reasonable perspective but also provided many opportunities for them to learn some advanced methods of teaching and management, thus they can to implement CRC concept and participatory teaching approaches into the classrooms and schools in Inner Mongolia. Up till now, CRC project in Inner Mongolia has been developing into a higher stage to cultivate pre-service teachers on CRC and participatory teaching approach to enlarge and deepen the influence of CRC in the future education.

There are altogether 33 teachers and educators, including us the three newcomers in batch 18, who have been trained in the Sida-CRC-program and have been conduct-

ing pre-service teachers' education on CRC and participatory teaching approach in Inner Mongolia. In batch 19 there were another 3 change agents, in batch 20 another 3 change agents, in batch 21 another 3 change agents, and the total sum then is 33 change agents from the region of Inner Mongolia in China.

This team consists of change agents from 3 universities/colleges and cities: Tongliao Vocational College, TVC, Tongliao City; Chifeng University, Chifeng City; and Hulunbuir College, Hulunbuir City. There is a long distance between the cities because the region is very large, long and not so densely populated as other parts of China.

The way we worked with this report in the team

Our report is based on the actual work carried out by each university/school and written by each of us, we have previously discussed the work and come to an agreement. Then we will carry out the work according to the actual situation in each school work. After each person's report is completed, we have put them together to one single team report.

The activities are different since they are carried out in different schools, so we reported individually. But our purpose is the same. Since the activities are not exactly the same, thus the result is not the same and each school's result is reported individually. We also discussed the problems encountered in the activities, so the discussion and reflection were written by us together. Way Forward is our common idea as well. The forms and accessories in the last part are the necessary materials according to the specific issues. References are alike. We believe that the rights of children are related to the country's history, ideology and philosophical views.

2. Frame of Reference

2.1 Hulunbuir College

Hulunbuir College is located in Hulunbuir City, a prefecture-level city in northeastern Inner Mongolia. Hulunbuir City lies between northern latitudes 47°05' and 53°20', bordering both Russia and Mongolia. Living here are people of more than 10 ethnic groups, such as Mongolian, Russian, Ewenki etc., who are engaged primarily in farming, livestock breeding, and aquaculture. As a result, Hulunbuir, a multi-ethnic area in China with unique characteristics, is not only linguistically diverse: next to Mandarin Chinese, Mongolian dialects such as Khorchin and Buryat, the Mongolic language Dagur and some Tungusic languages are spoken here, but also so remote that the educational levels here are far below those of other regions.

Hulunbuir College is a comprehensive college with 23 schools, which offers a wide variety of options for the students, with 35 bachelor degrees and 46 associate degrees.

All the majors fall into eight major disciplines, such as education, law, literature, foreign languages, civil engineer, etc. Some of the lessons are bilingual classes which are conducted in both Mongolian and Chinese languages. Aiming at cultivating well-oriented and capable graduates, a great effort has been made to integrate knowledge, capability and all-round development into a well-organized educating process. Recently, in order to meet the targets, an examination reform has been launching in this college.

It is the first time for the teachers in Hulunbuir College to actually get involved in CRC project, we are, however, eager to spreading the ideas of CRC and to implement participatory teaching approach in teaching. Obviously, the implementation of CRC and participatory teaching is extremely effective and helpful to the development of the college, and above all, as a consequence, it is bound to contribute to the education system in Hulunbuir City.

2.2 Chifeng University

Since CRC project first was brought back to Chifeng University by Jingxia LI, dean of Foreign Languages School of Chifeng University in 2010, experiments of change were soon promoted in the affiliated school of Chifeng University and then the value of introducing CRC and participatory teaching and class management is found during the implementing process. Most of the students in our university are normal students who will be teachers in the future. Letting them know the concept of child right and how to manage a participatory class and lesson is meaningful to their future work and to the educational environment of this region.

Now, three teachers including Jingxin MA are actively participated in this project. Before June, 2013, we have successfully helped the affiliated school of Chifeng University to make the education reform and infused the concept of CRC to teachers, students and parents. In Chifeng University, we have been adopting participate teaching method to normal students in the some classes in the course Integrated English in Foreign Languages School. Using university-wide English training as a platform, we expand the work on CRC into the whole university. We instilled CRC and participatory teaching approach to young teachers from different departments and received good reflections. Moreover, we are trying to introduce CRC into larger scope through opportunities like regional or national meetings and essays.

2.3 Tongliao Vocational College

Approximately 10 000 students are enrolled in our college. TVC boasts a qualified faculty of over 1 000 full-time teachers. It comprises 11 faculties including the teachers' training faculty, nursing faculty, public education department, finance faculty, car-based teaching faculty, etc., CRC project started in TVC in 2009, 5 teachers have participated in the training organized by Sida.

TVC has already carried out 2 activities:

Firstly, the teachers' training faculty set the CRC project as a compulsory course in the pre-service teachers training to help them establish a sense of respect for the rights of children, so that the concept of consciousness could affect their future teaching activities.

Secondly, we'd like to promote the Participatory teaching approach to all the in-service teachers in our college, so that more students could gain respect in the classroom.



Since the CRC project officially started in 2012, TVC has done abundant of job. This report is just about the progress of project after the return of Sweden. In TVC, there are about 1,500 pre-service teachers. In China, since children's rights in classroom are ignored so much that it is necessary to increase and enhance the idea of CRC in pre-service teachers who are bound to be teachers in the future, so we think it necessary to build children's rights awareness among them.

CRC is rich in its content, but how to integrate it with our school's teaching? We decided to carry out participatory teaching approach in in-service teachers' education. Our educational reform will be mainly base on the participatory teaching approach in order to allow more students to participate in classroom-teaching activity, to stimulate their learning enthusiasm, so that their rights in classroom could be respected.

Mr Feng is the dean of TVC College, responsible for the school teaching management, in-service teachers' training, curriculum settings as well as teaching reform and special provision. Human are born to inherent, which means we often don't like to accept new things and reform, especially China's in-service teachers. However, Mr Feng's responsibilities enable him to promote this plan by administrative means.

3. Purpose

To implement CRC based participatory approach in teaching at the three colleges/ universities in order that the pre-service teachers can use participatory teaching in their future work.

4. Methodology (Activities)

4.1 Hulunbuir College

4.1.1 Leaders' level:

a. On arriving in Hulunbuir from Lund, Miss Qi Ying made a report to Mr Zhu Yudong, President of Hulunbuir College, introducing CRC project and the process and achievement of CRC training in Inner Mongolia, and Mr. Zhu decided to get School of Education Science involved in the project.

b. Miss Qi had several talks with leaders of School of Education Science, Mr. Wang Yi and Ms Aodun, giving them a brief introduction, and then, the three persons talked to President of Hulunbuir College, Mr. Zhu to discuss about the possibility of implementing CRC in Hulunbuir College.

c. Per and Mr. Sun Baijun visited Hulunbuir College on 17 and 18, June, 2013, and Per gave a marvelous lecture on CRC to our backbone teachers and leaders of relevant schools.

d. Miss Qi submitted formally a written report to Mr. Zhu for carrying out CRC project in Hulunbuir College.

4.1.2 Teachers' Level:

a. conducted Survey on knowledge and understanding of CRC Convention to the teachers of School of Education Science. It shows that even as college teachers who are teaching courses related to school teaching and children's development, and are trying their best to adopt various teaching methods in their class to arouse children's interests in learning, it is a pity that approximately 30% of them know a little about Child Rights Convention.

b. Miss Qi made a presentation to the leaders and teachers of School of Education Science and some teachers in other schools.

c. Some backbone teachers from School of Education Science, School of Public Foreign Languages, School of Tourism Management and Geographical Science, School of Chinese Studies and School of Mongolian Studies, together with Miss Qi, paid visits to Hulun Elementary School and No. 5 middle school in Hulunbuir City to attend classes on different subjects, in order to know the situation of Participatory Teaching in the basic education.

d. Ying Qi held a meeting with those teachers who had attended the classes to the two schools mentioned above, discussing about their opinions on CRC and participatory teaching and the existing problems in their teaching practice.

e. Those backbone teachers and some other teachers who are also interested in and inspired by the spirits of CRC hold meetings regularly to study the way of implementing CRC based participatory approach in teaching.



4.1.3 Students' Level:

a. A selective course named *CRC in Class and School Education* has been approved, This is oriented toward cultivating undergraduates to construct correct attitudes and values on child rights. Some of the teaching materials for this course are to be based on the book *Child Rights and School Education* written by former change agents Miss He Zhiying, Miss Zhang Aihua and Mr Wei Jianqiang, so we'd like to take this opportunity to express our high respect to them.

b. With more knowledge on CRC, backbone teachers began to do some research in their exploration in participatory teaching, made more innovation in conventional teaching and put their experience into practice. As a result, the students had more chances in class participation and at the same time, their interests were considered more, and their marks were measured synthetically, not just the final paper.

c. Students were encouraged to finish their assignment creatively. They can bring their superiority into full play, not just a fixed title or content.

d. It is a good chance for us that during September to December in 2013 there is a National Training Program carrying out in Hulunbuir College, which aims at offering further training for the backbone teachers from most of the kindergartens all over eastern Inner Mongolia. Miss Qi gave lecture to them to spread the concept of CRC and to arouse their attention to child's rights. It is appalling that for some of those experienced teachers in kindergartens, it is the first time to know about the concept of Child's rights and to perceive the importance of paying close attention to child's rights in kindergartens.

4.2 Chifeng University

4.2.1 Leaders' level:

When arrived home, I reported to leaders- the dean, secretary of Party General branch and vice deans of Foreign Languages School and handed in my project plan. Dean Li Jingxia and vice dean Ren Lei were participants of previous batches, so it is undisputed that my plan was completely supported. Then, they reported to the leadership of the University for continuing our work on CRC and gained continued support.

Strike while the iron is hot. Later, I handed in to the relative leaders of the university the written reports Report of CRC Training in Sweden, Project Plan of CRC in Chifeng University and Collecting of Works on CRC 2010-2013. The leaders expressed that they support our work and agree with my plan.

Later in the year, I got the chance to talk about CRC frequently with the top leader- the general secretary of Party of the university for I was selected the contact teacher between him and the Foreign Languages School. He presented great interest on CRC and suggested us to make it a course facing to the whole university. Unfortunately, he was assigned to another university in 2014. But the new leader learnt about CRC programme when our mentor Per came to visit and he permit that he will support us to proceed with CRC work.

4.2.2 Teachers' Level:

a. lectures to teachers

In order to propogandize CRC and participatory approach, we gave some lectures to different groups of objects.

After I was also trained in Sweden, the group of CRC programme in School of Foreign Languages enlarged into 3 persons. In this case, many works could be done by cooperation. Also since then, lectures on CRC are always given by Ren Lei and me by co-teaching, a good way worth attempt.

In September, we gave a lecture faced to teachers in Chifeng University and required all teachers in School of Foreign Languages to attend. The title of the lecture was CRC in School and Class Management. Besides introducing CRC, I selected some phenomenon I saw in Sweden schools and asked the teachers to wear CRC glasses to see how are they practicing and fulfilling 3Ps and implementing participatory teaching and class management. We encourage the teachers to try to make a step on changing and wear glasses in their own lessons and when attending others classes.

When Per came to our university to visit in December 2013, he gave us a wonderful presentation to teachers in School of Foreign Languages and back-bone teachers of the whole university which added the interest of CRC from more teachers and increased the value of this work in a larger scale of the university. We could found from this event that many leaders in different departments pay much attention on child rights and CRC-based participatory teaching approach.

b. English training class as a platform of sharing CRC

Since the end of 2012, Foreign Languages School began to undertake the “English training class for back-bone teachers”. I and Ren Lei are teachers for this training class. We intentionally make use of this platform to promote the understanding and application of CRC and participatory teaching approach and had been doing so till now. We will keep on the exchanging and inculcating about these advanced education concept and methods by using this class.

c. Academic researches on CRC-based Participatory Teaching Approach

In order to further study CRC and the practical methods to implement the participatory approach, we found a research group led by Jingxia Li and applied for academic research projects on participatory approach reform on college education. One of them is approved by the provincial administration and is now carrying on the research. More researches related to CRC and CRC-based approaches of teaching and class management are in preparation.

4.2.3 Students' Level

a. lectures to students (the pre-service teachers)

In June 2013, two weeks after I came back from the training in Sweden, we gave a lecture to students from pre-education department on Child Rights, School and Class Management. Later in October, another lecture was given to students in Foreign Language School who are planning to be future teachers. In the lecture, we introduced CRC and its principles, the current situation of child rights in China and Inner Mongolia, the reform we have done in Affiliated School of Chifeng University, the success we gained in implementing CRC and participatory teaching approach. During the lecture, we used real examples to raise the awareness of child rights to participants and asked them to compare what they learnt and experienced to see how much child rights have we respected in schools and kindergartens. The students were much motivated to

study the spirit of different modern methods of teaching and class management and always remember CRC in the future teaching jobs.

b. Teaching reform in class

In Integrated English class:

In the course of Integrated English, I deepen the revolution on the original basis and implemented participatory teaching and class management.

Students are divided into groups and asked to manage the class activities by themselves. Each group selected a group leader and a speak-woman/man by all the group members. The speak-woman/man should be changed once a week and the group leader should be changed once a month in order that every student will be given the equal chance to practice and develop different skills and capacities. Content and learning points are more learnt by self-learning and discussions. Sometimes, activities like role plays would be organized to raise their interest of learning and capacity of cooperating.



A survey was conducted after almost 2 months after I changed the teaching method in July 2013. The result shows that participatory approach is well welcomed; almost all the students think the new participatory class is a good way to learn and they like it very much; by adopting this method, students like taking part in the class; the new teaching method could raise the initiative of learning and help them to learn better.

Now, participatory approach is adopted in all “Integrated English” classes, the main course which occupies most class hours for students in Foreign Languages School. Many teachers for other courses think highly of this approach and they are trying to adopt it in their classes, like teaching skill lesson. Application of participating of students is now an inspection standard to teachers in Foreign Languages School. For vigorously promoting this teaching approach, desks and chairs in classrooms are rearranged into small groups for the convenience of doing participatory class activities.

In postgraduate English class in History School:

In the fall semester of 2013, I was appointed to teach Listening and Speaking to the postgraduate students in School of History in our university. I found participatory

teaching method is more useful and easier to utilize in this course. More activities could be figured out. I used methods like pair work, group discussion, jig-saw reading, role play, presentation, etc. Although the students were non-English major adult students who are more restraining and quiet than the youth, the participatory teaching and learning approach made them being active and better at talking in English.

In classes of back-bone teachers in the university:

Many teachers who attended the English training class or lectures we gave are interested on CRC and participatory approach. We received the feedbacks of their development as well as difficulties in using the new method of teaching and class management. Although some of the teachers are meeting with the problems, I think it is not bad. It proves that they are trying and devoting on the new attempt. The biggest difficulty of “unwilling to change” is reduced.

c. Application on CRC course as a selective course

In spring semester of 2014, I applied to the Administration Department of Teaching Affairs to initiate a course of CRC as a selective course to all the students in Chifeng University. It needs time to be approved through the official procedure.

d. Holistic education and civilization education

To implement one of the core spirits of CRC “to make the children better future citizens”, we initiate the civilization education activities from Foreign Languages School and expanded it to the whole campus. Varieties of activities were hold to propose to all the students in Chifeng University to be respectful to people, to the environment and to themselves. The good spirit swept all the university and achieved good effect.

4.2.4 CRC column on website of Foreign Languages School of Chifeng University

In order to build a platform of convenient and fast, easier to access and wider to influence, I plan to build a website of CRC. For the first step, I build a column on the website of Foreign Language School of Chifeng University on CRC under the help and permit of the webmaster of our school.

4.2.5 CRC-based Cooperation

With CRC and CRC-based participatory approach as a link, we built the solid cooperation with other departments in Chifeng University, such as School of Law, School of Pre-education and the International Cooperation and Communication Division. The cooperation enabled us to exchange, learn, share and make the best of each other. Moreover, the joint effort enlarges the group and influence of CRC through multi-channel.

In June, 2013, the 1st workshop seminar of teacher training of implementing CRC in institutions of higher education was hold in Hohhot. As an important role in the implementation of CRC in Inner Mongolia, Lei Ren from batch 17 and Jingxin MA

attended the meeting representing Chifeng University. We contributed to this meeting by sharing all the materials, methodologies and experience in the working process of implementing and broadcasting CRC. Moreover, we learnt from all change agents which benefit us much in the future work.

During the time of learning and implementing CRC and CRC-based participatory approach, I have been using the personal influence to propagandize CRC. I talk of the CRC programme, the changing we are making and discuss the methods we are adopting to everyone I know in education field or be interested on this as well as to the parents. I also asked for opportunities to broadcast and train teachers in schools I could get in touch with.

4.3 Tongliao Vocational College

4.3.1 Keeping communicating with the senior leaders and making CRC program gain in-depth support and long-time promotion.

Moreover, Mr Feng will support this program as much as he can, for example, approving establishing CRC course, setting up TT system and organizing the first participatory teaching competition with the highest award ever.



4.3.2 Bringing the CRC office into play

CRC office has been established as the lead agency for TVC, continuously to promote the CRC project. CRC office is responsible for the generalizing the CRC program. There are 3 groups: group TT, group QS and group SR. Coordinate with QS (Quality Standard control) and SR (Science Research) departments to promote the CRC project together. We did a great deal of work at in service teacher training.



Teacher training has been held to train backbone teachers in the first stage, and then extended to all in-service teachers. Some teachers were eliminated. At last we re-identified 30 backbone teachers. Training will be carried out once or twice a month.

Participatory teaching approach (PTA) is promoted within our college included 10 lectures, and 34 demonstration classes. Each department has established a participatory teaching team, to carry out the promotion of participatory teaching approach and CRC within the department.

4.3.3 We carried out TT and organized the participatory teaching competition.

We commenced the participatory teaching competition in April and end it by June in 2014, which lasts for two months. Teachers from 10 departments participated in this competition. There was a qualifying in every department to select the best competitor. And 10 players will enter the finals. The prizes of this competition make teachers change from “let me do” to “I want to do”. Teachers have high learning interest, which exerts a positive influence on teacher training. The attitude changing from passive to voluntary involvement is the result we wanted.

4.3.4 I also give lessons to pre-service teacher of three different classes.

The students do not have an initiative attitude towards study and are not well behaved. So the lessons do not go well usually. But they showed great interest in learning by the participatory teaching approach.

It is more difficult to change people’s thought than to change their behavior. We hope at TVC that we can make a difference, no matter how little it is.

5. Results

5.1 Hulunbuir College

The concept of CRC has been gradually spread and accepted in and even outside Hulunbuir College, just as the following issues illustrate:

5.1.1 We have got the President's permission and support to implement CRC project. Mr. Zhu, as an expert on schooling and Doctor of Philosophy in Education, showed great interests in CRC project and will give more support to its implementing.

5.1.2 With the help of Mr Per and Mr. Sun Baijun's visit, especially the lecture given by Mr Per, some leaders and teachers have enriched and enhanced their understanding and knowledge of CRC.

5.1.3 After attending those classes in Hulun Elementary School and No. 5 Middle School, those backbone teachers from different schools of Hulunbuir College have come to realize the significance of implementing CRC based participatory approach in teaching.

5.1.4 Some teachers began to do some research in their exploration in participatory teaching and put their experience into practice. In another word, the CRC project has promoted the teaching reform in Hulunbuir College.



5.1.5 With the teachers' awareness of CRC and their application of participatory teaching method, the students in Hulunbuir College benefited a lot. Some of them got the knowledge of CRC, and they'd also like to fulfill their rights in class.

5.1.6 Students' participation in class made the traditional classroom much livelier, for example, the students form groups to finish assignments and make presentation in class to prove their creativity.

5.2 Chifeng University

The project was approved by leaders of Chifeng University and draws more attention from university leadership, leaders from different department, teachers and students.

A CRC team in Chifeng University was established so that joint effort could be made to create greater impact. Cooperation of CRC work is built within and out of Chifeng University. Sharing and Exchange and working together enabled us to improve the CRC work faster and easier.

Through lectures and the instilling in daily talking and teaching, the awareness of CRC and participatory teaching approach is being widely built among teachers and students I could reach to.

In general, the participatory class is greatly welcomed by students and teachers of different levels and majors and CRC concept is also accepted comprehensively.

Phase achievement in different areas in Inner Mongolia proved that we have made a great change and strongly encouraged us to believe that we can stride much further.

5.3 Tongliao Vocational College

5.3.1 Senior leadership support CRC project.

CRC project had been formally written in the TVC Congress report which is equivalent to TVC: s Constitution, which makes sure that the CRC project can be sustained.

5.3.2 CRC consciousness gradually developed in in-service teachers.

Teacher training and CRC based lectures become a routine. 88 teachers have participated in participatory teaching approach research, 26 papers have been published, covering 26 courses. Some teachers have realized the advantages of participatory teaching. They have a new understanding on how to respect the rights of their students. Participatory teaching approach is more attractive than traditional teaching methodologies. Students enjoy the joy of learning in the classroom.

5.3.3 The Participatory teaching approach widely promoted in our College.

At present, 60 courses were taught with Participatory teaching approach by 160 teachers. More than 50 % of basic medical courses are taught in Participatory teaching approach. Ms. Xiaoling Wang and Mr. Haiqing Jiang won the first and second prize in teaching competition of Inner Mongolia by using Participatory teaching approach. It's

the highest level teaching Contest in Inner Mongolia. Ms. Lulu Che won the first prize in English teaching competition of Inner Mongolia by using Participatory teaching approach. She will take part in the finals held at CCTV.

5.3.4 Research and Quality Control carried out together.

19 research projects had been launched, including 2 State projects. I have been participating and directing one project. The standard of Participatory teaching approach has been established as well. 731 of 750 questionnaires that were sent out by QS showed as a result that 96% students like participatory teaching approach.

6. Discussion and Reflection

6.1 Some teachers highly evaluated the participatory class which fully respected child rights, yet they think it is hard to implement in the context of education in China today. The conflict of ideal and reality really exist.

6.2 Problems in implementing CRC in teacher training were examined out. Many problems, although from different areas, are in common. Ways and methods to fuse CRC and CRC-based participatory approach into the smelter of the giant Chinese education system and conventional teaching and learning model are in urgent need. Good examples from Sweden and other countries are very valuable to learn but it is ineffective to completely copy. Merely Simulate the form is not the way to really solve the problem. In the process of study, we have to find out the core concept of CRC. Thus we could find the things in common between Chinese education and education in developed countries and find the way fitting for our society. This process is time and energy consuming.

6.3 More aspiring people are needed, because of the above reason, to be involved into this project to expand the influence and strengthen the joint effort.

6.4 The promotion of CRC is a systematic project as well as a long-term project, it can't be done at one go.

6.5 The project should be carried out according to national situations, cultural traditions and the condition of the college.

7. Way Forward

7.1 To put more effort on training and promoting. More lectures to more students and teachers to raise the awareness of CRC and education reform.

7.2 To collect evaluations, reflections and comments from teachers on CRC and participatory teaching.

7.3 To research the ways of implementing CRC based participatory teaching and class management.

7.4 To hold annual meetings with the Inner Mongolia Network and they should be held by the four universities in turn.

7.5 To get more participants involved in this project in order to gather more strength and support.

7.6 To make arrangements with local kindergartens and work hard for a practice base for our graduates, thus they can better put Participatory Teaching into practice.

8. List of References

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Evaluation forms and materials of Effective Education System in Affiliated School of Chifeng University

Egypt

Egypt had its first team in batch 3 (2005) and in total 8 teams and 22 change agents in batches 1-21 (November 2014) in the programme.



Level	Change Agents	Change Projects	Comments
National	5	1	
Region/Province/ District	7	3	Some both local - regional
Local	10	4	

Table1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

The Egyptian teams are working with projects in Cairo, Mansoura and Port Said. They are focusing teacher's awareness on child rights and the ability to teach in a participatory way.



Area: 1,001,450 km²

Population: 87,449,700 (est. November 2014)

Capital: Cairo

Independence: 28 February 1922 (from the United Kingdom)

Official language: Arabic

National Country Coordinators:

Ghada Attia (ghadaportsaid@hotmail.com),

Mohamed Mohamed Hamed (in Cairo), (m_mohamed1995@yahoo.com)

EGYPT

Enhancing Child Participation in Schools

Hossam Samy, Noha Ekram and Yara Shokry

1. Introduction

This report covers the project “enhancing child participation in schools.” which is of great significance for the CRC Egyptian team batch 18. Its significance lies in the fact that children’s participation is a fundamental human right that most Egyptian children are deprived of. The child’s voice in Egypt is not heard or valued. Most teachers and parents in Egypt deal with children as passive citizens and do not involve them in making decisions that could help them build up their personalities. Also, Egypt witness nowadays vast political changes that would hopefully pave the way for a new era based on justice, democracy and freedom. These changes require adults to give the children the whole opportunity to practice their right of expressing their opinions freely and to help them participate in building up a new society based on democracy and freedom. Therefore, the CRC Egyptian team batch 18 has planned and took operational steps toward reaching this significant purpose “Enhancing Child participation in schools.”

2. Frame of Reference

Human rights are those rights which are essential to live as human beings – basic standards without which people cannot survive and develop in dignity. They are inherent to the human person, inalienable and universal.

Children’s rights are defined in numerous ways, including a wide spectrum of civil, cultural, economic, social and political rights. Rights tend to be of two general types: those advocating for children as autonomous persons under the law and those placing

a claim on society for protection from harms perpetrated on children because of their dependency. These have been labelled as the right of empowerment and as the right to protection¹. One Canadian organization categorizes children's rights into three categories:

- Provision: Children have the right to an adequate standard of living, health care, education and services, and to play and recreation. These include a balanced diet, a warm bed to sleep in, and access to schooling.
- Protection: Children have the right to protection from abuse, neglect, exploitation and discrimination. This includes the right to safe places for children to play; constructive child rearing behaviour, and acknowledgment of the evolving capacities of children.
- Participation: Children have the right to participate in communities and have programs and services for themselves. This includes children's involvement in libraries and community programs, youth voice activities, and involving children as decision-makers.²

Egypt was among the first countries to sign the United Nations Child Right Convention in December 1989 and ratified it in 6 July 1990. It further declared its first decade for the child protection (1989-1999)

We believe that the CRC has to be disseminated among parents, teachers, school admin, other authorities and stakeholders who work relating to child. There is a close relationship between education and democracy as education is crucial to the development of a democratic society, democratic culture and respect for human rights. Students' participation increase child rights at the school level and democracy at the national level.

The Child's voice in Egypt is not heard or valued. Teachers and parents are used to giving orders and expect the children and students to obey without further discussion because they think that they have more experience in life. Also there is no integration of the children rights and the curricula in the educational system, the parents, teachers and administration don't encourage the students to freely express themselves in classes or at home. Therefore, our team will focus on article 12.

The project purpose is to influence on our students' lives. Empowering the student participation, building up his/her personality, increasing his/her involvement in all school activities is the overall target that could promote the idea of considering the child an active citizen, who can practice democratic values effectively.

Our team is very concerned with sustainability and integration. We want to build upon the outputs and efforts of the previous batches who have been working in Port Said, Egypt. In order to have a strong sustainable network, we have planned to establish an institutional entity called the Community Development Association CDA which is going to be is an essential pillar of our project that will be a corner stone of CRC

1 Mangold, S.V. (2002) "Transgressing the Border Between Protection and Empowerment for Domestic Violence Victims and Older Children: Empowerment as Protection in the Foster Care System," New England School of Law. Retrieved 4/3/08.

2 "Respecting children's rights at home", Children and Families in Canada. Retrieved 2/23/08.

projects in Port Said that will enable all the change agents to have multiplier effect and build the capacity of new change agents.

3. Purpose

Improving Child participation in schools.

4. Methodology (Activities)

1. Planning Stage

a) Holding a team meeting to discuss the project plan and agree on a strategy to be adopted with the target groups throughout the project.

B) Designing and developing some CRC materials and tools e.g. manuals, questionnaires, brochures, evaluation sheets to be used throughout the training project.

C) Conducting orientation seminars for teachers, students, NGOs, university staff members, government officials, and school administrators to raise their awareness of CRC and involve them in our project.

D) Creating a Facebook group for the batch team to facilitate the communication between the team members.

E) Collecting official approvals necessary for facilitating the project.

2. Implementation Stage

A) Meetings:

To ensure the smooth and effective development of the program, a number of important meetings were held:

- The team members met in the first week of every month in order to monitor the progress of the CRC training project.

- Regular meetings were held with the principal of Nahdet Misr primary school and Alkhansaa primary school to agree on a training protocol of their teachers, students, and social workers.
- Regular meetings with the former change agents in Port Said to discuss the idea of forming and registering of community development association for child development. The name of this CDA that was agreed upon was” Blossoms” (or Bara’emin Arabic) which implies the children and youth. The mission, vision, activities, logo, motto, were discussed and written in a proposal.
- Five meetings were held with the Ministry of Social Affairs representative to register a CDA called “Baraam”.
- Three meetings was held with the dean of Port Said Faculty of Education and the head department of curriculum and instruction to plan for a CRC workshop which targets the undergraduate students (pre-service teachers), post graduate students (in-service teachers), and the faculty staff members.
- The network (Port Said change agents) organized a meeting between our mentors: Professor Ulf Leo and Port Said Governor. The meeting lasted for an hour and discussed the following:
 - Child Rights projects implemented in Port Said so far.
 - Number and names of schools targeted in the training project.
 - Registration of the CDA “Bara’em”
 - Support that can be offered by the Governor to such a project.
- A meeting with the Board of Parents and Trustees of Port Said International Schools including the President of Port Said University (Dr Atef Alam Aldeen). This meeting resulted in many great achievements that guarantee the sustainability of CRC projects:
 - Facilitating the registration of “Bara’em” that will integrate the efforts of change agents and guarantee the sustainability of their projects.
 - Emphasizing the role of Port Said International School in offering support to many schools in Port Said and how parents and students can help in this.
 - Integrating child rights in pre-service teachers’ curricula in both the Faculty of Education and faculty of kindergarten)
 - Signing a protocol (MOU) with the ministry of Education which aims at training and capacity building to a fixed number of teachers in public schools annually. This protocol is to be offered for free by Port Said International Schools.

B) Training Workshops and Seminars:

A number of seminars and workshops that promote the rights of the child were conducted:

1. Conducting “Educators as Change Agents” Workshop at Port Said International Schools:

Venue: Port Said International Schools, Multi Media Room

No of trainees: 28 teachers and university staff

Target group: new teachers from PIS, 6 teachers from Nahdat Misr primary school, 3 teachers from Alkhansaa primary school, 2 teachers from Lycee school, 5 members NGO (Alshanak Ya bady members) , 3 staff members from the faculty of Education.

Training procedures:

- A pre & post questionnaire was given to participants to check the training impact (see appendix 1).
- Group activities, reflections, posters, drama, discussions, games, role play, and many other activities were delivered in 9 hours training. The group was very motivated. The group joined our electronic platform to communicate after the training and know more about what have they tried in their classes.
- The group created a Facebook page called” Bara'em Association for Child Development”(see a screenshot of the interface of the group at appendix 2) that joins all the beneficiaries who received training with us. <https://www.facebook.com/groups/475405022567293/> The group joined our electronic platform to communicate after the training and know more about what have they tried in their classes. They were asked to fill in an evaluation form to give their feedback on the training. The evaluation form is available on the following link:https://docs.google.com/forms/d/1H4Vdxx61sc2XfbuokDTGZKG-tvW_TcdNLx8F-Vcuell/viewform.
- Also a website was a created to announce on our activities: **Bara'em.wikispaces.com**”

Resources kept for documentation: photos of announcement, flipcharts, illustrations, attendance sheets, sample of pre and post questionnaire and training, pictures of the training.

Follow-up:

The same group received another training in Dec 2013.



2. Conducting “Together We Learn” Training Program

This program was an inclusive program that provided the children of grades five and six skills of: Computer, English, Mental Math and Soft Skills. The team planned to have 50 students to join the program and luckily 57 students joined the program. In addition, teachers from their schools joined them to be with their students and to offer assistance to the trainers. The team divided students into three groups and had a roster. A few number of PIS teachers were recruited to help the team members in teaching Math, computer, and English. The aim of providing students with those courses is to motivate and attract them to be part of all the next courses that belong to Bara'em association for child development. The soft skills that were given to the students aimed at increasing their participation. It included: presentation, leadership, and communication skills, discussions about student council and team work, time management, and democratic values, and a lot of CRC exercises were applied with the children. The course were delivered in three days and ended by a sport day at the school court and many fun activities and talent shows performed by the children under the title” Bara'em Got Talent” in which they were supposed to present their different talents. The students received attendance certificates from Bara'em association to motivate and encouraged them to join the coming programs offered by Bara'em Association for Child Development.



3. Conducting “Educators as Change Agents” Workshop at the Faculty of Education

No. of trainees: 28 undergraduate students and university staff members

E platforms:

- The group joined the Facebook page that joins all the beneficiaries who received training with the team :<https://www.facebook.com/groups/475405022567293/> •
- Also a website was a created to announce on our activities: Bara'em.wikispaces.com

Training summary:

- **Tools and Materials used:** A pre & post questionnaire was administered to participants before and after the training to check its impact on them, flipcharts, PowerPoint presentation, whiteboard and markers, a ball.
- **Methods used:** Group work activities, reflections, role play, discussions, games, role play.
- **Duration:** The training lasted for 9 hours with one break in the middle.

Follow-up:

- The same group received another training in Dec 2013.

4. Conducting “Critical and Scientific thinking” training Workshop in PIS

The training aimed at recruiting some students to be change agents and help them to discover how to avoid heuristics and fallacies in their judgement. The training started with a chart given to students to write down some notes when they watch a movie called 12 Angry Men which is available on the following link <http://www.youtube.com/watch?v=RelOJfFIyp8>. The movie tells the story of a change agent who changed

the point of view of jury and asked them to give more time and think deeper in the boy (18 years) they were sending to death.

5. Conducting Workshops about CRC in Vietnam

In the light of the team's visit to Vietnam, some training workshops about CRC in Vietnam compared to CRC in Egypt were conducted in both PIS and the faculty of Education, Port Said University. The workshops targeted PIS teachers, students, undergraduate and post graduate student teachers at the faculty of education, and university staff members.



6. Celebrating the “Together we learn” training program

We invited the school leaders of the two participants’ schools, the students’ parents, and the teachers’ to participate the end of “Together we learn” training program that targeted students of both Nahdet Misr and Alkhansaa schools. The celebration performed by students to show the audience the true value of child participation.



7. Conducting a Workshop in NileTESOL Conference

In order to spread the issue of CRC and child participation, the team conducted a workshop entitled” Positive Discipline and Child rights” in NileTESOL Conference in Cairo. The workshop was attended by 45 teachers from different cities in Egypt.



C-Conducting a play about Children's Voice

The children who acted in this play are a part of an NGO called " (sonaa El-haya)" or "Life Creators". They were 15 children (boys and girls).The children along with the director of the play "Hossam" participated in choosing the name of this play. They came up with the name "esma'ona" or "listen to us "for the play. The play tells about four children who suffer from the on ongoing disregard of their parents to their opinions and concerns. As a result, they sought the help of their school colleagues who decided to help them in collaboration with their teacher wh was a change agent. They started to make a plan that can help their parents change the way they think towards their children. The play was attended by more than 300 people (teachers– CRC team members- parents - kids). It was performed at the stage of "Port Said Secondary School for girls". The children were very proud and delighted to see that warm applauses they received from the audience.



Resources kept for documentation: Both the making of the play and its performances were documented by photos and videos uploaded on YouTube.

D) Monitoring the progress of our project with our mentor during his visit to the two schools: Alkhansaa School and Nahdet Misr School

In order to monitor the progress of our project, our mentor has visited the two schools we targeted in our CRC training: Alkhansaa's school and Nahdet Misr. There was a welcome arrival to the mentor and our team at 7: 30 am in the school playground. The mentor and our team had a welcome meeting with the headmaster in his office. Then, the mentor had a school tour in which he watched different classes: multimedia room, painting, and home economics. After that, the mentor had a meeting with Bara'em's

team, school council, and administrators in the school library. Finally, the visit was closed by a farewell meeting. The mentor has expressed his admiration to the vibrant and energetic atmosphere among school staff and students.

After visiting Alkhansaa's school, the mentor visited Nahdet Misr School. Similarly, there was a welcome arrival to the mentor and our team at 7:30 am in the school playground. The mentor and our team had a meeting also with student's council. Then, the mentor had a school tour in which he watched different classes and activities: multimedia room, science lab, painting, and home economics. After that, the mentor had a meeting with Bareme's team, school council and some of the trained teachers. Finally, the visit was closed by a farewell meeting.

5. Results



- Integrating the efforts of all Port Said's CRC change agents by registering for a CDA called "Bara'em" that will guarantee the sustainability and integration of all efforts.
- Adding the board of parents and trustees to Bara'em's Child Development Association. A board of parents and trustees is an elected entity by the school to help the school administration and to link between parents and the school. It was very important to get them on board and involve them in the new vision of the schools in which we are implementing the project.
- Creating an online network that connects all the new change agents by adding them to a Facebook group called "Bara'em's Association for Child Development".
- Training some teachers in Nahdet Misr and Alkhansaa schools in Port Said about CRC in general and Child participation in particular.

- Training some pre-and in-service teachers, school administrators, students, NGOs, about CRC in general and Child participation in particular.
- Changing perceptions and attitudes of most of the stakeholders regarding CRC and Child participation.
- Involving the students of Nahdet Misr and Alkhansaa schools in a lot of CRC activities that raised their awareness about their rights, increased their participation, enhanced their communication, presentation, decision making, and leadership skills.
- Recruiting the same students who received the training courses to be Bara'em's change agents.
- Serious steps have been taken in registering the NGO of Bara'em.
- Supporting Nahdet Misr School by sending useful books to the library donated by PIS and some teachers.

6. Discussion and Reflection

We believe that the dream of registering for “Braem Association for Child Development” which finally came true is our dear achievement that we are highly proud of and pleased with. Although that this growing entity is still under establishment, its name reached a lot of influential educational places in Port Said such as the Faculty of Education, and a popular NGO in Port Said “For you my Country” or “AshanekyaBalady”. Through this growing entity, we could unify all the efforts exerted in CRC field and arrange regular activities and programs under its umbrella. We are eager to expand the activities and programs that belong to this uprising entity.

We were able to attract the attention of a lot of teachers, NGOs, Faculty staff members to child rights in Egypt. The trained groups were very motivated and enthusiastic to know about the project and to provide solutions and recommendations that could help achieve the purpose of the project. Stakeholders also played a great role in facilitating and supporting our project. Without their help, this project would not have become a reality.

Through the various engaging CRC activities we implemented on children, we believe that we managed to attract the attention of a lot of children to an area they have never known or practised before. The teachers and NGOs who attended were very attracted to these unique kinds of activities. The other courses we gave to children also managed to persuade them to join any coming programs or events that belong to “Bara'em”. In addition, the play “Listen to us” also managed to shed the light on a lot of NGO children's potentials. They become more self-confident and proud of being actors and have talents. The children through this drama also managed to draw the attention of the audience that included their parents to the importance of listening to them.

On the personal level, the project helped us to be more informed about CRC. It helped us also develop our leadership and communication skills. We felt that we have grown professionally and discovered our strength points, potentials, and abilities to make a real change in our society.

Despite the achievements the project has brought, there were some challenges that the team has faced. One of the biggest challenges is the resistance to change among some teachers and school administrators at the beginning of the program implementation. In addition, the eruption of 30th Revolution and the difficult procedures of registering for Bara'em association. However, the newly born Egypt that we hoped for gave us a strong desire and ambition to overcome all the challenges that faced us. We were eager to implement our change project and participate in creating our new society that we hope to be based on democracy and freedom of expression. We believed that our child-based project could help shape the future of many children by drawing the attention of many educators to activate their role in society.

7. Way Forward

According to the plan, the team still has a lot of activities that needs to be implemented. During the implementation of the program, we found some points that we need to focus more on. To target the child, family, school and community. The team will work on the following points:

1) **Targeting parents:**

We are planning to train parents on CRC and child Participation.

2) **Targeting more NGOs:**

We are planning to target more members from different NGOs at Port Said, those NGOs are working with children from different school. The good thing about NGOs that it is more sustainable to work with as the children they are targeting stay under the umbrella of this NGO for a long time .They have got a good access to the students and have many programs during summer.

3) **Targeting more teachers in the selected schools:**

We will target new groups of teachers to implement in the same schools. Actually those teachers who were trained with us are attracting a good number of teachers.

4) **Going deep with those teachers:**

We will deepen the training of the teachers we have already trained by giving them extra courses on CRC and child participation.

5) Conducting more workshops at Port Said faculty of Education:

More workshops on CRC and child Participation will be conducted with the pre-and in-service teachers and staff members of the faculty of Education.

6) Conducting a workshop at the Port Said Faculty of kindergarten:

The faculty of kindergarten in Port Said is an important place that we need to target for CRC training workshops.

7) Monitoring the progress of registering for “Bara’em”:

We still have to do many administrative procedures to finalize the registration of CDA. We are receiving a very good support from the former change agents in various dimensions. And with the whole team and the spirit of group work we think that we can target more and more children and teachers.

8) Activating the role Students Council

As most of schools are not activating the role of the students Council, we agreed with the school administrators we are working with that we have a dual program implemented with both students and Social Workers to let them both know how to get the most benefit out of Students Council and how to utilize. Exchanging visits with active School Council are planned.

9) Targeting the media:

A seminar is to be held on Port Said media center with mixed groups of parents, teachers, students, faculty staff members, and stakeholders. We plan to host the National T.V to report this seminar.

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9. Appendices

Appendix (1) Questionnaire

Name.....

What's your definition of the child?	
What do you know about child rights?	
What's your definition of child rights particularly the right of Education?	
What's your view of corporal punishment? Are you for or against it? And why?	
How can you develop the following terms according to their importance to the child: Provision- Participation-Protection	
What do you suggest as an educator that can help increase child participation?	

Appendix (2)

Screenshot of the Facebook Group



Ethiopia

Ethiopia had its first team in batch 1 (2003) and in total 13 teams and 34 change agents in batches 1-21 (November 2014) in the programme.



Level	Change Agents	Change Projects	Comments
National	10	1	
Region/Province/ District	22	3	
Local	2	10	

Table1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

Geographically the recruitment has been focused on Addis Abeba and SNNPR a region in the Southern part of Ethiopia. In Ethiopia education is mainly handled by the Regional Education Bureaus (REB), and we have had heads and members from the REB in Addis Abeba and SNNPR and also Amhara. The projects have had various focusses, but there has been a main emphasis on participation, mainly through student councils.



Area: 1,104,300 km²

Population: 91,195,165 (est. July 2012)

Capital: Addis Ababa

Independence:

Official languages: Amharic

National Country Coordinator:

(Addis Abeba) Yeshe Damte

yeshid2001@yahoo.com,

Biruk Aregaw sehinaregaw@yahoo.com

and Takele Gebrekidan

takelegkn@yahoo.com.

(SNNPR) Abera Argo

abarla2010@hotmail.com

ETHIOPIA

Enhancing Child Right Interventions by Reinforcing Co-curricular Activities in Ethiopia Tikdem Primary School of Hawassa City Administration, Ethiopia

Ato Geremew Sime, Ato Tarekegn Sacato and Zelalem Bogale

1. Frame of Reference

1.1 International Framework

As the most widely ratified human rights treaty, the UN Convention on the Rights of the Child (UNCRC) already commits governments to develop and undertake all necessary practices and policies to uphold the best interests of the child and support the realization of their rights to survival and development. Article 28(1) of the Convention laid down the obligation of Member States to provide free and compulsory education. On the other hand, Article 32 of the Convention obliges Member States to prevent the involvement of children in work and employment which interferes with their education. Schools and children shall be aware of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity (UNCRC Article 28, 1 a).

School environment where children spent majority of their life and interact with other communities should own a mechanism of protection from any forms discrimination and punishment. And state party should take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family Members (UNCRC Article 2,a). It is also important to consider that Schools as a service providing institution should establish standards established services and facilities for children and the state must ensure that the standards are com-

plied with through appropriate inspection (UNCRC Article 3, 3) which in turn protects children from any form of malpractices, put schools and staffs in safe manner .

Article 15 of the UNCRC assures the rights of the child to freedom of association and to freedom of peaceful assembly. The right to freedom of association and peaceful assembly projects the child as an active and participating member of society. Likewise, Article 31 of the CRC assures the right of the child, the right to leisure, play and culture. It covers the rights of the child to rest, to engage in recreational activities and to participate in cultural and artistic life. For this reason, the modern education emphasize on all round development of children. Apparently, education has two parts: curricular and co-curricular activities. Co-curricular activities are an integral part of students' holistic, well rounded education. It helps to cultivate students' qualities such as resilience, tenacity, confidence and different talents. In line with this provision, therefore, schools are expected to let school children to practice their rights to freedom of association through co-curricular/ clubs activities.

1.2 Regional Framework

The African Charter on the Rights and Welfare of the Child is one of regional human right tool which comprises the right to education (Article 11, 1). At the same time, it outlines education (which is a fundamental service rendered at schools) to children should focus on the promotion and development of the child's personality ,talents and mental and physical abilities to their fullest potential (Article 11,a) ,fostering respect for human rights and fundamental freedoms with particular reference to those set out in the provisions of various African instruments on human and peoples' rights and international human rights declarations and conventions (Article 11,b) .

In addition to these children in any settings including schools, as a service providers ; should be protected from any harmful social and cultural practices and state take all appropriate measures to eliminate harmful social and cultural practices affecting the welfare, dignity, normal growth and development of the child(Article 21) and in particular (a) those customs and practices prejudicial to the health or life of the child(Article 21,a); and those customs and practices discriminatory to the child on the grounds of sex or other status(Article 21,b).

The African Children's Charter differs from the UN Convention on the Rights of the Child in that it is also duty-oriented. Article 31 of the Charter outlines the duties and responsibilities of the child at length. Children as one of the target group in the continent should ensure their participations and explore their responsibilities by work for the cohesion of the family, to respect his parents, superiors and elders at all times and to assist them in case of need; serving his national community by placing his physical and intellectual abilities at its service; preserving and strengthening social and national solidarity; preserve and strengthen African cultural values in his relations with other members of the society, in the spirit of tolerance, dialogue and consultation and to contribute to the moral well-being of society; preserve and strengthen the independence

and the integrity of his country; and contribute to the best of his abilities at all times and at all levels, to the promotion and achievement of African Unity(Article 31,a-f).

1.3 National Framework

Ethiopia is the 10th largest country in Africa covering 1,138,512 square kilometres. According to the national projection of the 2007 National Population and Housing Census, Ethiopia's population was projected to be 82,101,998 in 2011of which 41,431,989 are male and 40,670,009 are female (CSA National Statistics Abstract 2010). Children below the age of 18 years constitute 52.9% of the population (CSA National Census Report 2008).

Ethiopia has undertaken some important steps towards ratification of some international instruments relevant to children. Ethiopia is one a country ratified the UN convention of Child Right (UNCRC) in 1991 to ensure children protection and their wellbeing. In an effort to protect and promote the rights of children with disabilities, Ethiopia ratified the Convention on the Rights of Persons with Disabilities (CRPD) on 7 July 2010. Furthermore, Ethiopia signed the Optional Protocol on the Involvement of Children in Armed Conflict on 28th September 2010. Ethiopia also ratified the African Charter on the Rights and Welfare of the Child (ACRWC) on October 2, 2002 by virtue of Proclamation 283/2002.

The Federal Democratic Republic of Ethiopian constitutions, Article 36 (1a) stated that children have to be free of corporal punishment or cruel and inhumane treatment in schools and other institutions responsible for the care of children. Added to this, the constitution emphasizes those children participation is a paramount important. In all actions concerning children undertaken by public and private welfare institutions, courts of law, administrative authorities or legislative bodies, the primary consideration shall be the best interest of the child (Article 36,2). Since the adoption of the Constitution of the Federal Democratic Republic of Ethiopia, the government has taken significant steps aimed at legal reform. Several pieces of legislation affecting children have been promulgated. Some of the major legal reform initiatives which play a crucial role for the safeguarding of the rights of children include the entry in to force of the Revised Family Code in 2000, the Labor Proclamation in 2003 and the Criminal Code in 2005.

In recent times, Ethiopia has taken various measures to ensure that its laws and policies concerning alternative care are in line with the Convention on the Rights of the Child. The Ministry of Women, Children and Youth Affairs has adopted a variety of guidelines concerning the provision of alternative childcare. The 2009 Revised Alternative Child Care is issued with a view to facilitate the provision of quality and effective care and support to orphan and vulnerable children.

Ethiopian Schools are providing all the needed services to all school age children irrespective age, sex, race and other factors. As service providers, schools are expected to implement a right based teaching-learning approaches; which in turn ensures the right

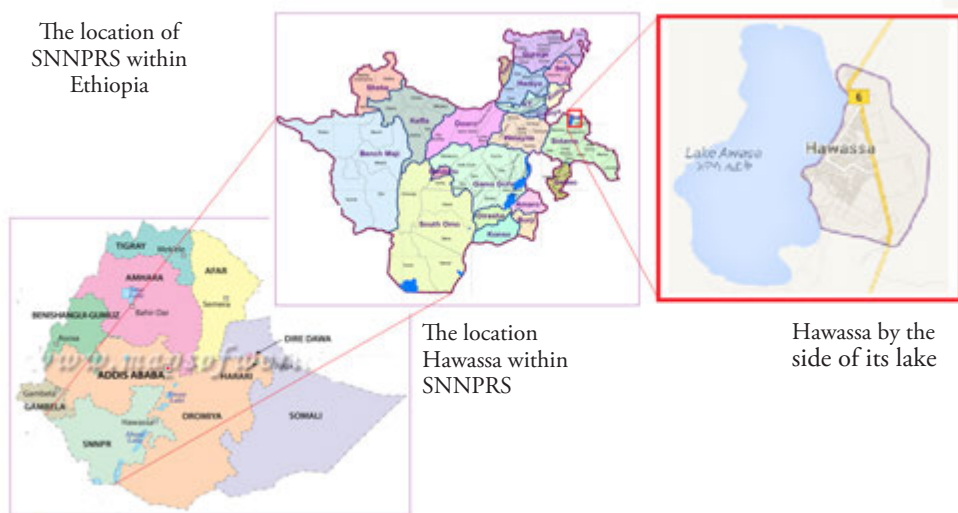
of children in all processes including protection, provision and participation. However, majority of schools and school community members (children, principals, teachers and other stakeholders) have less understanding about CRC's principles and applications; poor coordination and networking among the local stakeholders in implementing CRC.

In 1994 the New Education and Training Policy (NETP) was formulated on the basis of the constitutional provision. In order to realize the FDRE Constitutional provision the Educational Strategy Development Program was issued in 1997 and three phase were implemented in five year terms. In fact, the national education system plan had made co-curricular compulsory and given directives to carry-on such activities. Accordingly, there are a number of Co-Curricular/Club activities being exercised in schools to promote the very ideas of Child Right which include the Students' Parliament, the Child Right Clubs, the Human Right Club, Gender Club, HIV/AIDS Club, Mini Media Club, Civics and Ethics Club, Special Needs Club, Teacher of Tomorrow Club and Girls' Club etc. Each of these co-curricular activities can work and address the issue of child right in their way but they are not well organized and well coordinated.

In Ethiopian school system the establishment of co-curricular activity is older than the foundation of modern schools. Before the beginning of modern schools in Ethiopia in 1908, traditional schools had existed in the form of religious (Church and Quran) education. The activities that have been taken as co-curricular activities in modern education were found in traditional education of the Church. Therefore, one can easily presume the leftovers of the former traditional school practices in the organization and practices of the co-curricular activities in the present school system. In the old days of church education, students used to involve in one of the activities such as: book binding (*metsehaf digosa*), agriculture, debating and discussion, painting, hand craft, school bands etc. During the reign of Emperor Haile Silassie (1930-1974), co-curricular activities which had been practiced in modern schools include: sport games, school bands, film shows, meteorological observations, student council, field related clubs like geography and history, art and drama, Agriculture etc Mesay Eshetu (2008). Depending on emerging needs and new developments, new clubs seemed to be formed from time to time.

The city of Hawassa is located in southern part of Ethiopia at a distance of 275 km from Addis Ababa. Hawassa is serving as zonal and regional capital, the Sidama zone and Southern Nations, Nationalities and Peoples Regional State respectively. Its astronomical location is 7005' north latitude and 38029' east longitude. The total surface area of Hawassa City is 157.2 km², with the total population of over 304,479, out of which 156,675 are males and 147,804 are females based on the projection of 2007 National Census (HCAFEDD, 2011). The Hawassa Lake which is the part and beauty of the city has a total area of 88.2 km², with the length of 16 kms and width of 9 kms. The current population of Hawassa is 329,734 inhabitants, of whom 169,677 were males and the rest 160,057 females. Hawassa has been one of the fastest growing cities in the country.

In Hawassa City Administration, several schools have been built by the government, by the community, the private sectors and nongovernmental organizations. According to the data obtained from Hawassa city Administration Education Department Office, there were 38 governmental 34 private primary schools, 7 governmental and 5 private secondary and 10 preparatory schools under the jurisdiction of the Hawassa City Education Department office in the year 2013. In the primary schools, there were 36,375 male and 48,505 female totally 84,880 in both governmental and nongovernmental primary school students.



The location of Hawassa City in the map of Ethiopia and the SNNPRS

1.4. Co-curricular Activities for the Right of the Child

The term curriculum refers to the program of study in various academic subjects like Mathematics, English, History, Science etc that followed by students at various levels of education. The school teaching staffs are employed to teach this curriculum, and students are periodically assessed by exams and term papers in their progress in each curriculum subject.

On the other hand, Co-curricular activity is defined as a program or out-of-class activity, supervised and/or financed by the school, which provides curriculum-related learning and character building experiences. Co-curricular activities, as the name implies, are those, not directly related with the prescribed curriculum and include; sports, athletics, scouting, cubing, various hobbies, excursion, literary societies, dramatics, debates etc. to bring social and physical adjustments in students.

Co-curricular activities benefits children, schools, parents and communities as a whole. It also helps students themselves gain new knowledge and skills as well as educating them against developing unhealthy activities during their leisure time. In the

co-curricular setting, they may also develop and practice artistic, musical, and psychomotor talents; leadership skills; and future career and occupational skills.

The school club is probably the oldest and the most common form of co-curricular activities. A club is, basically, a more or less organized group of individuals with the same interest. In this context, modern education lays special emphasis on the need of co-curricular activities. A good school club should also have a well-thought-of and workable plan of operation. If the club activity is well planned, coordinated, and carried out, it is very much likely that the club will be effective and efficient. Despite these facts, the following are some of the factors that negatively affect the effective practices of clubs in school:

- The absence of trained and motivated teachers;
- The absence of continuous monitoring and evaluation;
- Students are careless to participate in this activity;
- Lack of willingness;
- Too shy to participate in these activities and
- Not knowing their hidden talents.

In Ethiopian schools, school children are supposed to be organized into co-curricular/ clubs on the bases of following principles so as to perform the following duties and responsibilities:

- The club chairpersons determine their own respective year plans and discharge their responsibilities effectively.
- The relationship between the members should be dialogical rather than hierarchical in all activities they might want to conduct.
- The chairpersons are obliged to submit their plans at the beginning of each academic year to the principal's office.
- School clubs can join together to run any activities in the school compound.
- Clubs should be unprofitable organizations by all means; no commercial activities should be associated to any clubs such as raise fund activities in the school.
- The club chairpersons shall plan and implement meaningful and relevant educational trips
- The chairpersons are expected to lead the different activities of their clubs, to have a meeting with their members.

2. Purpose

This change project is intended to address the coordination problem as well as the existing knowledge and skill gaps among the existing co-curricular/clubs activities and to

systematize child right interventions in Ethiopia Tikdem Primary School of Hawassa City Administration, Ethiopia. The project works with primary schools to nurture students to interact with teachers and peers, express their feelings, respect people, exercise decision making and take responsibility. Through the co-curricular activities aligned with the principles of CRC, the project intended to achieve the following specific objectives:

- To address the existing knowledge and skill gaps with regard to implementing child right through the effective use of co-curricular activities.
- To strengthen the existing co-curricular activities in the schools that has common objectives to promote the principles of CRC.
- To prohibit all forms of violence against children, including physical and humiliating punishment in school and at home.
- To support and train teachers to end physical punishment and introduce strategies for non-violent conflict resolution and provide effective mechanisms for complaint by children.
- To establish a sustaining communication and coordination mechanisms among several co-curricular activities.
- To develop civic leadership and responsibility among school children that can motivate them to actively participate in community services with strong self-esteem and dignity.

Target Groups and Stakeholders

The intended project will target the following school community members including School Board and the Parent Teachers Association members, the school principal and deputy principals, executive members of the student parliament, club chair persons/ Teachers, the School CRC Committee members and the executives of co-curricular/ clubs.

The Project will be implemented in collaboration with the following major stakeholders which include the Southern Nation Nationalities and Peoples Regional Government Education Bureau (SNNPREB), locally available Non-Governmental Organizations, Hawassa College of Teacher Education (HCTE) and Bureau of Women's Children and Youth Affairs.

3. Methodology/ Activities

The major activities accomplished by the owners of this project can be described as the preparation, the implementation as well as the monitoring and evaluation phases. Accordingly, the Activities of the project are presented in such order.

3.1 The Preparation Phase

At this stage of the project, some important tasks that were helpful for the successful implementation were accomplished. The owners of this project made an exchange of information with the officials of the SNNPRS Regional Education Bureau, the senior change agents, the principals of Ethiopia Tikidem Primary school in Hawassa in seeking their joint effort or to share their experiences. On the bases of their constructive advises, we also designed and submitted a funding proposal to different stakeholders including NGOs. Similarly, tentative time table of the project was designed in taking in to account the opportune times that enables us conduct the activities as effectively as possible. In a way to assess the overall status of co-curricular/clubs activities and to ascertain the feasibility and sustainability of forming School CRC Committee, questionnaire of a baseline survey was prepared. Specifically, the objective of the base line evaluation had focused on:

- Assess the impact of the Child Rights Clubs on the school environment
- Assess the quality of activities of the clubs
- Determine the benefits of having child rights clubs in schools, especially with regards to gender inequality issues,
- Evaluate respondents' knowledge, attitudes, perceptions, and experiences on the right of the child in their school,
- To obtain information on the management of the clubs to establish the extent to which school administrations were involved in promoting the rights of the child.
- Provide recommendations on the future implementation of the project.

To conduct the baseline survey, primary data is collected using questionnaire, focus group discussion, school observation and interview. Accordingly, data were collected from the club member students and the club-coordinating teacher who were direct participants in the club. The Deputy Principals of the schools were also used as data sources as these had significant roles to play in the management of co-curricular activities within the schools including club activities. The data were analyzed under the following major headings and in the same order of sequence: The relationship between teachers and students, awareness of child abuse, gender equality, child participation in schools, co-curricular activities for the right of the child, collaboration and linkages among co-curricular activities, club organization and administration patterns and monitoring and evaluation of child right practices in school.

The Relationship between Teachers and Students

Before we had started the baseline survey, we had been informed that the relationship between the teachers and students of Ethiopia Tikidem Primary school had not been good. The result of the baseline survey; however, does not indicate such a serious problem. During the FGDs we noted some resistance among few teachers and PTA

members against the need to have strong and active Child Rights Clubs in their school. It was alleged that the promotion of children's rights encourages indiscipline in schools. The school principals, however, stressed the need for equal emphasis to students' rights with their responsibilities during sensitization workshops. Apparently, the resistance to the promotion of children's rights among some teachers and PTA members was partly due to misinterpretation of the rights of the child, possibly due to their low level of awareness on the subject.

Awareness of Child Abuse

In group discussions, most CRC members seemed to understand what 'child abuse' meant. In FGDs, the commonly identified forms of child abuse frequently seen in their school were: child negligence, physical abuse, emotional abuse and child labor.

Gender Equality

The survey investigation was also intended to identify gender related problems of the school female students and contribute to a tactical plan to solve them. Specifically, the study tries to identify factors relating to both academic and social problems which may affect the performance of female students. After thorough discussions and detailed description of problems, focus group discussants agreed on more or less similar points. Both male and female groups expressed the view that culture, society and low self-esteem of females conspired against them.

Child participation in co-curricular activities

This evaluation indicates that the Student Parliament prioritize the participation of children in club activities. As to who was involved during the preparation of the plan, chairpersons of clubs indicated that the annual plans of co-curricular activities are invariably prepared by a teacher who was assigned to be a chairperson of a given club. Participants of the FGD further explained that most of the planned activities were never put into practice. During school observation, the owners of this project noticed that the activities of clubs were dominated by few active students under the guidance of their chairperson. In general, as the majority of school clubs were inactive, therefore, the majority of school children are either passively took part or non participant in co-curricular activities.

Awareness of the Rights and Responsibilities of the Child

The evaluation shows that children's awareness of their right seemed to be more than what they felt as their responsibilities. This complaint came out in discussions with school principals, ordinary teachers and members of PTA. On the other hand, most of the teachers claimed that they were aware of the rights of a child though significant number of them could not state its contents. The school principals felt that lack of

persistent sensitization for teachers on the rights and responsibilities of the child was creating imbalance in the levels of understanding of the rights of the child among students and their teachers.

Co-Curricular Activities for the Right of the Child

In Ethiopia Tikdem Primary school about 15 co-curricular activities/clubs were found, but all were not active except a few of them. The deputy principals identified clubs that were doing activities similar or related to that of the CRC club. These include the Student Parliament, the anti-HIV/AIDS club, the CRC club, the Anti- Drugs club, the Civic Education club, the Gender/ Girls club, the Mini-Media, the Teachers of Tomorrow Clubs as well as the Literature and Drama Club. All of these clubs had several important educational components to share with the CRC club. When they acted separately, duplication of efforts might have resulted.

Collaboration and linkages among the different Co-curricular/ clubs

Basically, clubs needs for strong linkages and relationships with other partners both in-and-outside of school. It is a means to obtain support from such partners and that enables them to function actively and efficiently. With this regard, chairpersons of clubs were asked to list out some of the clubs within school or partner organizations with which they had made relationship to achieve common objectives.

They said that clubs got support from the school administration, from other clubs within the school, from the Student Council in the school, and from some locally operating NGOs. However, all clubs in the school had shortage of materials and finance. The clubs had not been given sufficient material or financial support from all concerned.

Co-curricular/ Club Organization and Administration

The findings of the survey indicated that the majority of co-curricular activities within the schools appeared to have similar co-curricular/clubs activity. Asked on whether they have a guideline available at their school that would help them for organizing the clubs, the principals reported that they had one. The owner of this project had observed a copy of the said guideline in schools and learnt that the guideline referred to was the manual prepared by the Ministry of Education for the general use of organizing co-curricular activities including school clubs. In addition to that the school posses a manual specifically prepared for organizing Student Parliament. In general, the activities of clubs had not been well integrated into the plans of the schools. Moreover, monitoring and evaluation of the performance of the clubs was not sufficiently carried out.

3.2 The Implementation Phase

Organizing the First-Round Training Workshop

On the bases of the gaps identified through the baseline survey, two round awareness raising workshops were organized. During first round training workshop, the owners of the project introduced themselves and the objectives of the project to the newly established School CRC Committee members. The Committee comprises the school principal and the two deputy principals, the school supervisor, four teachers at the post of unit leader, ten teachers who were acting as chair persons of different clubs, and 41 students who were acting as the executive committee members of student parliament and different clubs. The following table indicates the number of participants by sex and occupation from each co-curricular/ club activities.

No	School activity	Co-curricular/clubs	No of students		No. of Teachers		Total
			Male	Female	Male	Female	
1	PTA & School leadership		0	0	5	3	8
2	Members of student parliament		9	6	0	0	15
3	Child Right Club		2	6	0	1	9
4	Civic & Ethics Club		0	0	2	1	3
5	Special Needs Club		2	1	0	1	4
6	Girls Club		0	2	0	0	2
7	Gender Club		1	2	0	1	4
8	Anti HIV AIDS Club		1	1	0	1	3
9	Anti Bad Cultural Practices Club		1	1	0	0	2
10	Teachers of Tomorrow Club		2	1	1	0	4
11	School Beauty Club		1	0	0	1	2
12	Members of Mini Media Club		1	1	0	2	4
Total			20	21	8	11	60

The training was begun by sharing the experiences of the invited senior Change Agents of Sida, Ato Abera Argo and Ato Abebe Demissie, who have gone through the same kind of project and entertained impressive outcomes. Their inspiring speech has motivated not only the trainees but also filled the project owner with bright future.

The presenters delivered training on the following issues of the CRC:

- *The Historical foundation of CRC*
- *The Three Pillars of CRC*
- *Child Friendly School*
- *Roles and Responsibilities of School CRC Committee*

During the group discussions, participants have contributed crucial ideas. Practically speaking, the participants were highly motivated with the inspiring issues of the CRC. In due course of the training, each participant was provided with a copy of the CRC

document in Amharic and English versions. Of the 54 articles of the CRC document, the first 41 articles were discussed and explained. Here after, participants raise several questions for further clarifications on the bases of Ethiopian legislations and proclamations. They are all satisfied by the examples and simplified explanations of the presenters. The training brought about the following outputs to the successes of our project:

- It crates smooth relationship between the owners of the project and the target groups.
- It brought closer the owners of the project with Plan International and Hawassa College of Teacher Education.
- It resulted in avoiding confusions in understanding the principles of CRC among the participants.
- It resulted in establishing the school CRC committee.
- It inspired the participants for the implementation of CRC principles in the school



The other important output of the first-round training was the formation of the school CRC forum and the election of the executive CRC Committee members. The owners of the project came up with a proposal who would be assigned as the executive member of the Committee. After a long and through discussion had made by the participants, the issue was eventually ended in consensus. Accordingly, the executive committee

members of all co-curricular/clubs would be the members of the school CRC Forum. Out of the members of the forum, the executive members were designated as indicated in the following table.

s. No	Position of the person in the school	Position in the school CRC committee
1	The school principal	Supervisor
2	The Administrative deputy principal	Chairperson of the Committee
3	The Academic deputy principal	Deputy chairperson of the Committee
4	The chairperson of CRC club	Member
5	PTA member (to be elected by the Forum)	member
6	The chairperson of the Gender club	Member
7	The prime minister of the students	Member.
8	Unit leader (to be elected by the Forum)	member

Finally, the members of the CRC Forum endorsed that such arrangement of coordinating different co-curricular/clubs should be respected and continued for the coming years with some necessary amendments.

Organizing the Second-Round Workshop

The second-round training workshop was held for three days from 21-23 February 2014. The participants include both school teachers and students who were recruited from different co-curricular/ clubs that participated in the first-round training workshop. The scope of training workshop comprises:

- Introducing life Skills,
- Introducing the CRC Committee’s Memorandum of Understanding MoU:
- Protection of Child Right & Best Interest of the Child
- Participatory Strategies of Child Right
- Writing a Grant Proposal

The medium of delivery was Amharic in order to make communication easy, effective and efficient. During the discussion, participants have contributed crucial ideas in their group discussion and presentation. They are all satisfied by the examples and simplified explanations of the presenters. Indeed, we held a successful training which brought about the following outputs to the successes of our project:

1. It inspired the participants for the implementation of CRC principles in the school.
2. Participants were acquainted with the integrated child protection scheme
3. Clearly articulated responsibilities of the school CRC committee members
4. Improved access to and quality of child protection services
5. Functioning co-curricular/clubs activities for delivery & support services to school children

6. Established integrated child protection scheme
7. Children felt entitled to be heard at all stages of child protection procedures
8. Created sense of efficacy and empowerment among school children

Developing Memorandum of Understanding/ MoU

In order to bring good coordination among the school CRC Forum members, it needs a means of communication and a common principle that governs all. Accordingly, the owners of this project came up with the idea of developing a memorandum of understanding that gives directions for the executive members of the CRC Committee to easily run the forum and reach at all-governing decisions. The draft of the MoU was first designed by the owners of the project and then forwarded for the members of the CRC Forum during the second-round training workshop to be commented and endorsed with due modifications. Altogether, the MoU comprises eight articles that states about some principles how the forum can be organized and effectively governed. Articles from one to seven justifies the need to have school CRC Forum and the CRC Committee; how they can be well organized and functional; states some procedures in decision making process as well as the chain of command within the committee. Article 8 of the MoU describes the roles and responsibilities of the CRC Committee members. Accordingly, the brief summary of Article VIII is stated in the following table:

s. No	Position of the person in the school	Roles and Responsibilities within the CRC Committee
1	The school principal	<i>Supervisor</i> The ultimate authorized person regarding Abstain from giving vote in making decision He shall open the meeting of the CRC Forum
2	The Administrative deputy principal	<i>Chairperson of the Committee</i> He ratified the annual plans prepared by different co-curricular/ clubs He called and chaired the meetings of CRC Forum He write a fund raising proposal and submitted to the principal He reported any crime against school children to the police Monitor and evaluate co-curricular/club activities
3	The Academic deputy principal	<i>Deputy chairperson of the Committee</i> Ensured a child friendly school environment Oversee the participation of children Look for solution for any academic complain raised by students
4	The chairperson of CRC club	<i>The spokesperson of the CRC Committee</i> Investigates the commitment of child right violation Coordinate the weekly lessons broadcasted through the school mini-media
5	PTA member (to be elected by the Forum members)	<i>Member</i> On behalf of parents, he/she raised constructive ideas
6	The chairperson of the Gender club	<i>Member</i> Examine the states of gender equality in the school
7	The prime minister of the students	<i>Member.</i> On behalf of the students, worked for ensuring the best interest of the child

8	Unit leader (to be elected by the Forum members)	Member Promote the practice of positive discipline in the school
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3.3 Monitoring and Evaluation Phase

Monitoring and evaluation is critical to the assessment of the impact of the project, especially as it affects the target groups of the project. In this final phase of the project, some supportive activities were carried out on the bases of the comments which we received during the progressive report presentation in Vietnam, Ho Chi Minh City in October 2013, as well as the constrictive ideas of our mentor, Miss Agneta, during she paid her mentor visit to Hawassa in the first week of April 2014.

In the process of monitoring and evaluation, assistance was given to the school CRC Committee members in order to:

- Build capacities of the co-curricular/clubs activities
- Design and endorse MOU among the committee
- Systemize committee's interventions
- Strengthen Monitoring and Reporting system
- Enhance Collaborations and Partnership with stakeholders
- Establish a functioning Networking among batches
- Scale up best practices to other schools

As much as we can, we tried to come up with comprehensive monitoring tools. These tools largely focus on:

- The relationship between teachers and school children
- The relationship between school boys and girls
- The management and coordination of co-curricular activities
- The awareness level of school children and teachers on the provision of CRC
- The involvement of students in co-curricular activities and in decision making process
- The condition of discipline among school children.
- The academic performance of school children,

4. Results

Indicators of the First Outcome

The first intended outcome of this project was to activate the existing co-curricular/clubs dealing with CRC to function actively. The evaluation of the project indicates that school children were inspired by the CRC training workshops, billboards, various posters and brochures that carried CRC messages. As a result, the issue of co-curricular/clubs activity became a fresh momentum in the school; responsibilities of the school CRC committee members was clearly articulated and the access to and quality of child protection services improved. On the other hand, school teachers were highly motivated to engage their students in one of the co-curricular/club activities. This is especially evident when both school children and teachers actively participated in mutual regular meetings of co-curricular/clubs activities and the mutual understanding of the two groups has shown remarkable improvement. In other words, the attitude of both teachers and students towards clubs as a potential means to realize the right of the child become so strong and deep rooted. As a result, they demonstrate a change in attitude to have well organized and well coordinated co-curricular/clubs activities to enhance the principles of CRC in school.

Indicators of the Second Outcome

The second intended outcome of this project was to enable the school CRC committee members to clearly understand about the 3Ps of CRC (Protection, Participation and Provision). With this regard, the evaluation of the project shows that committee members took part in two-round training workshops on the right of the child. Participants were acquainted with the integrated child protection scheme. As students repeatedly discuss on the issue of CRC, their awareness level has shown dramatic progress. Above all, the confidence and assertiveness of school girls has been improved. This was particularly evident when they articulated issues with regard to right and equality. On the whole, the activities of the committee have begun to have a significant positive impact on the school environment.

Indicators of the Third Outcome

The third intended objective of this project was to have a functional school CRC Committee network. The evaluation of the project shows that the school management has decided to adopt the best practices of the project. One of the best practices of this project was the endorsement of Memorandum of Understanding (the MoU) among the School CRC Committee members. The purpose of having the MoU was to establish sustainable systemic link among different clubs so as to encourage mutual learning through co-operative relationships. On the bases of the MoU, the CRC Committee members started to coordinate and oversee the plan and activities of each co-curricular/clubs. In nearly all cases of child right violation, the members of the committee would

get informed on time which enabled them to act upon the case with the CRC forum. More importantly, the committee has got air time from the school mini media on every Wednesdays to broadcast lessons on the right of the child.

5. Discussion and Reflection

As the owners of this project, we feel proud with remarkable achievements registered. The process of the implementation created an opportunity to enable us comprehend the awareness level of school community and to have better understanding on how to promote the right of the child in most Ethiopian schools. Practically speaking, we have enjoyed implementing the project because of the evolving improvement in understanding and practicing the principle of CRC among the target groups. The target groups virtually welcomed and appreciated the outputs and the outcomes of the project which eventually ensured improving learning environment in their school. Significantly, it is important to note that the activities of the project were carried out in line with the Ethiopian Government objective of promoting the protection of the rights of children.

Although few school teachers and members of the PTA were initially suspicious of the project repercussions, eventually they have come to appreciate its benefits in promoting not only the rights of school children but also in helping them understand their duties and responsibilities.

Despite the huge impact of the project; however, the co-curricular/club activities in the school are remained with few unresolved challenges. The fatal challenge among these is the need for sustainable financial support for the School CRC Committee and its institutionalization within the Ministry of Education co-curricular/clubs activities. In terms of financial sustainability, it is evident that at present the clubs cannot sustain their own operations. At the preparation stage of this project, we planned to establish a partnership between the school and certain NGOs that resided in Hawassa. Despite the fact that there were several NGOs founded in Hawassa city which can be a potential financial source to support child right initiatives in schools, almost all were reluctant to respond positively. With a face to face meeting that we had with the heads of NGOs, all were referring to the newly enacted Ethiopia's Proclamation No.621/2009, the law on charities and civil societies, as if it had discouraged them not to take part in any right based issues. In fact, according to this proclamation, NGOs are not allowed to involve in any domestic political matters particularly in right based issues. It was not clear for the heads of NGOs whether the proclamation has restricted them from taking initiatives on the right of the child. Of course, we were not in a position to resolve such legal complications. As a result, our intention to establish sustainable link between the Ethiopia Tikdem Primary School and the NGOs remained unsuccessful.

In any case, we managed to carry out the activities of the project with the financial and moral support that we got from few organizations such as the SNNPRS regional

Education Bureau, Hawassa College of Teacher Education and Plan International. In fact, Plan International was the only NGO that could assist our project financially after requesting us to restate the topic of our project proposal from enhancing the right of the child into promoting student centered learning (participation) in school. Of course, officials of other NGOs had also requested us to change the orientation our project into non-right based issues in a way to minimize the legal risks they would suspect. However, we were not willing to change the whole idea of our project as it was impossible for us to promote the principle of CRC in school without mentioning the term “right”.

6. The Way Forward

- Co-curricular/ club executives need further training in leadership skills
- There is need to strengthen co-curricular/clubs activities to effectively address problems of child abuse at community level.
- There is need to support the co-curricular activities/ clubs with further simplified and adequate CRC training materials
- School children specifically co-curricular/club executives need advocacy and lobbying skills
- There is need for a strong coordinating mechanism and to establish clear communication channels for co-curricular activities/clubs of all schools within Hawassa city administration.
- The Hawassa City Administration Education Office should organize Child Rights Sensitization Workshops for teachers in all schools under its constitutive.
- There is need to establish CRC Committee in all schools that can coordinate, monitor and evaluate the activities of co-curricular/club activities.
- NGOs at Hawassa should have better understanding on Ethiopia’s Proclamation No.621/2009, the law on charities and civil societies, which primarily intended to restrict NGOs not to be involved in domestic politics.

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Appendix I: Project Outcome, Activity and Indicators

Outcome	Indicators/Monitoring	Time
Outcome 1 Activated existing School committee dealing with CRC functions	Increased discharge of roles and responsibilities by CRC co-curricular/clubs activity members	
Output 1.1 : School CRC committee identified their roles and responsibilities	# of school CRC committee identified	June-July 2013
1.1 a Activity– Identify the existing CRC committee in the school		
1.1 b Activity– Train CRC committee on Roles and Responsibilities		
1.3 c Activity– Design and sign MOU		
Output 1. 2 : School CRC committee conduct regular meetings	No. of meetings conducted	October '13 – Nov'2014
1.2. a Activity– Conduct weekly meetings with agendas		
1.2.b Activity –Document minutes on each agendas		
1.3 c Activity – Take actions according to agenda		
Out Put 1.3 : CRC committee carry out outreach to school community	No. of Outreaches conducted	Feb. 2014- Nov '2014
1.3. a Activity – Celebrate International events in the school		
1.3. b Activity – Train other school community on CRC		
1.3.c Activity – Conduct campaigns on CRC		
1.4.d Activity – Design IEC/BCC materials		
Outcome 2 : School CRC Committee Understand about 3Ps	Increased knowledge of 3Ps by school community	

Output 2.1 CRC Committee passed Post –Test on 3Ps	# of trainees passed Post test	June 13-October 2013
2.1.a Activity - Train school CRC Committee on 3Ps		
2.1.b Activity – Conduct pre Test on 3Ps to CRC Committee		
2.1 c Activity – Conduct Refresher Training on 3Ps to CRC Committee		
2.1 d Activity – Conduct Post Test on 3Ps to CRC Committee		
Output 2.2 : Increased awareness of CRC by the CRC Committee	# of CRC materials delivered	June 13-Spet 2103
2.2 a Activity - Train CRC Committee on Child Right Convention		
2.2. b Activity - Allocate air time to CRC message in the mini-media		
2.2 c Activity – Distribute CRC Message through ICC/ BCC		
2.2.d Activity – Conduct Drama related to CRC		
Output 2. 3 : Improved Right based learning and teaching method	Changed learning-teaching method as per CRC	September 2013 - April 2014
2.3. a Activity - Conduct a base line on Right learning & teaching process		
2.3. b Activity - Follow up the implementation in every month		
2.3.c Activity – conduct exist survey		
Outcome 3: School CRC Committee network functions	Increased coordination among CRC forum	March 2014-April 2014
Output 3.1 CRC Committee created a forum	-# of forum established	
3.1.a Activity 1 - Assign representatives from each CRC committee		
3.1 b Activity 2- Develop roles and responsibilities		
3.1 c Activity 3 - Sign MOU among CRC co-curricular/ clubs activities		
Output 3.2 CRC forum carry out a joint Planning	-# of Project Proposal developed	April 2014
3.2.a Activity - Identify CRC focused projects for implementation		
3.2. b Activity – Train forum on Project Proposal development		
3.2 c Activity - Identify stakeholders for partnership		
3.2.d Activity - Carryout fundraising to the forum		
Output 3.3 CRC forum started CRC focused project Implementation	# of projects implemented	
3.3. a Activity - Develop project for the forum		
3.3. b Activity – Sign Agreement with stakeholders		
3.4 c Activity 3- Implement projects as per time		

Output 3.4 School CRC Committee members carry out monthly meetings with other committee	# of meetings conducted	May 2014 – Nov 2014
3.4.a Activity – Attend monthly meetings		
3.4 b Activity - Document minutes in each session		
3.4 c Activities - Develop action points for each agenda		
Output 3.5 CRC committee conduct a joint Monitoring	# of monitoring session conducted # of feedback reports developed	March 2014 –Nov 2014
3.5.a Activity – conduct quarterly based monitoring on physical accomplishment		
3.5. b Activity - Conduct budget utilization of committee		
3.5.c Activity - Develop monitoring report of committee		
3.5. d Activity – Disseminate monitoring feedback report to all members		
3.6.d Action – Develop adjustment tools for each co-curricular/clubs activities		
3.7 e Activity - conduct forum –day on semi-annual basis		

Appendix II: Sida Change Project (Child Right, Classroom and School Management) 2013

Baseline Questionnaire Presented by change agents to Ethiopia Tikdem Primary School

Code	Questionnaire	Response	code	Skip
I	Profile of Respondent			
101	Sex	Male Female	1 2	
102	Age	10-14 15-24 25-45 46-60 >60	1 2 3 4 5	
103	What is your role in this school?	Principal Teacher Student PTA committee member Other	1 2 3 4 5	
2	Existing School CRC Co-Curricular/clubs Profile			
201	Do you have any school co-curricular/clubs activity working on CRC?	Yes No	1 2	
202	Does this co-curricular/club own a signed document on their roles and responsibilities?	Yes No	1 2	
203	Did they collaborate to each other on CRC related issues?	Yes No	1 2	

204	How often these CRC co-curricular/clubs activities carry out regular meetings?	Weekly Monthly No regular meeting	1 2 3	
205	Did they take a minute in each regular session meeting (with an organized agenda)?	Yes No	1 2	
206	Were there any actions taken based on agendas discussed / points needs actions of co-curricular/clubs activities /?	Yes No	1 2	
207	Did these co-curricular/clubs activities celebrate International days in past 2 years?	Yes No	1 2	
208	Did these co-curricular/clubs activities train other school community members on CRC (in past 2 years)?	Yes No	1 2	
209	Did these co-curricular/clubs activities carry out campaign on CRC (in past years)?	Yes No	1 2	
310	Did these co-curricular/clubs activities design and distribute any IEC/BCC materials on CRC?	Yes No	1 2	
IV	Networking			
401	Is there any forum of these co-curricular/clubs activities in your school?	Yes No	1 2	If No, Skip to 501
402	Does this forum own an identified roles and responsibilities?	Yes No	1 2	
403	Did this forum carry out a joint planning on CRC focused project?	Yes No	1 2	
404	Did this forum carry out a joint implementation on CRC focused project?	Yes No	1 2	
405	Did the forum carry out regular meeting on CRC focused project?	Yes No	1 2	
406	Did the forum conduct regular monitoring of project/s?	Yes No	1 2	
V	Understanding about 3Ps			
501	How many of school children know their rights and obligations in the school (from CRC Perspective)?	Few Several Almost all	1 2 3	
502	Was there any child abuses (physical, emotional, sexual) prevailed in your school (either among each other or by teachers)?	Yes No	1 2	If No, Skip to 503
503	At average how many children are affected in a year (per annum) in your school by child right abuses?	Few Several Almost	1 2 3	
504	Are students free in school or classroom to express their ideas?	Yes No	1 2	
505	How do you weigh the occurrence of peer bullying in your school?	Often Sometime Not all	1 2 3	
506	How do you weigh the occurrence of Child violent like fighting /quarreling in groups?	Often Sometime Not all	1 2 3	

507	How do you weigh the occurrence of Corporal punishment?	Often Sometime Not all	1 2 3	
508	How do you weigh the occurrence of Child harassment by peers?	Often Sometime Not all	1 2 3	
509	How do you weigh the occurrence of Child harassment (physical, sexual or emotional) by teachers?	Often Sometime Not all	1 2 3	
510	How do you weigh the occurrence of Child punishment when they are late by teachers/principals?	Often Sometime Not all	1 2 3	
511	How do you weigh the occurrence of Children that are kicked out from the class?	Often Sometime Not all	1 2 3	
512	How do you weigh the occurrence of Unfair treatment of students by teachers?	Often Sometime Not all	1 2 3	
513	Are there any legal protection in your school(for those students who are victims of abuse)	Yes No	1 2	
514	Did the CRC co-curricular/clubs activity get any training on CRC convention?	Yes No	1 2	
515	Did the school allocate air time by mini media about CRC ?	Yes No	1 2	
516	Do you think that child right abuses affect the academic performance of the children in schools?	Yes No	1 2	



Picture of Zelalem, Geremew & Tarekegn from left to right

India

India had its first team in batch 3 (2005) and in total 11 teams and 33 change agents in batches 1-21 (November 2014) in the programme.



Level	Change Agents	Change Projects	Comments
National	3	1	
Region/State	19	5	
Local	11	5	

Table1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

The Child Rights Programme is focusing Kerala, one of the 28 states in India, in south-west. The implementation of CRC in education, learning and teaching has been dominated by participants – or change agents – from local schools and teacher trainers at the district level. The change projects are often directed against participation in decision making processes by students in primary schools.



Area: 3,287,263 km²

Population: 1,210,193,422

(est. March 2011)

Capital: New Delhi

Independence: 15 August 1947

(from the United Kingdom)

Official Language: Hindi, English

National Country Coordinator:

E.P Mohandas

epmohandas@gmail.com

INDIA

Strengthening and Extending Child rights in the Primary Education Sector of Kerala

Jayalekshmi. S, P.S. Mathew and M.V. Mukundan

1. Introduction

India is one of the cradles of human civilization. The independent India can be described as the land of unity in diversity which encompasses geography, culture, language, gender, food and religion. The constitution of India and other legislations provide ample provisions for the protection of children. The right of equality, protection of life and personal liberty and the right against exploitation are enshrined in several Articles of the Constitution. Children have a right to development in all aspects of their lives that include physical, emotional, psychosocial, cognitive, educational, social and cultural aspects. Children have the right to peaceful school assembly, to be active participants in all matters affecting their lives, to express their opinions freely and to have their views heard and taken seriously. Various studies on child rights have concluded that children are capable of expressing their feelings, concerns and aspirations within contexts that respect their feeling and are adapted to their ways of communicating issues of their concern.

Government of India ratified the UN convention on the Rights of the Child (UNCRC) in 1992. The UNCRC outlines the fundamental rights of children. The Convention prescribes standards to be adhered to by all State parties in securing the best interest of the child. The rights of survival, development, protection and participation are recognized as basic human rights of children. The Right of Children to Free and Compulsory Education (Right to Education Act, RTE Act) came into force in India in 2009, for ensuring quality education to children of the age ranging from 8 – 14 years.

Kerala was the first state in India to be recognized as a fully literate state in 1991. Kerala has enviable records of achievement in social indicators also. Human develop-

ment has been the focus of successive Government policies and programmes. Child rights have received a fillip with several unique initiatives of UNCRC network since 2004, Bala Panchayats (Child Parliament), Child budgeting and Social Security Mission. All these initiatives function at school, village and district levels. *The CRC network in Kerala* has constituted a Non-Governmental Organization (NGO) called *APPROACH* in 2013-14, for enhancing the child rights in Kerala.

However, concerns remain regarding the availability of an environment for the full enjoyment of child rights. According to the national records, there are increasing crime rates against children, food and nutritional security issues of children of vulnerable groups, sanitation and health issues in the context of increased urbanization, mental health problems of adolescents, drug abuse among children, child abuse, deficit of support systems for the disabled and children in difficult circumstances and last but not the least, financial support for the children, especially the under privileged, for meeting the basic requirements.

The Kerala State Commission for Protection of Child Rights (KSCPCR) was established in April 2013, which is responsible for the protection of child rights in Kerala under the Kerala State Commission for Protection of Child Rights Rules, 2012. This project envisages the intervention for strengthening and extending child rights in the primary sector throughout Kerala. This project attempts to identify priority issues through an intensive study of the child rights interventions made at the district and school levels by various agencies and to suggest the ways and means for implementing child rights in all schools in Kerala through addressing the issues in the curriculum.

2. Frame of Reference

The CRC network in Kerala (APPROACH) is already involved in various research projects, highlighting the CRC related interventions at school and district levels. However, this team intends to take up the CRC to a higher level, so that the tenets of CRC are extended throughout the state of Kerala with a holistic perspective. This effort is a booster to the steps already taken by the Department of Education in imparting child rights through various institutions.

The State Government has already constituted the Child Rights Commission in Kerala which itself shows the commitment of the Government of Kerala in safeguarding the rights of children. Also the State is now engaged in the process of curriculum revision from pre-primary to higher secondary levels as well as the pre-service teacher training course.

Curriculum, in its true and complete meaning, includes aims of education and schooling, the subject matter, content and their sequencing across grades, the learning experiences provided to the students using various approaches, methods and media, the nature and form of assessment, the general educational environment provided to the students based on their context of development and the infrastructure involved in organization and the provisions made there in. Curriculum undergoes changes and

reforms from time to time, based on the changes in the vision and the aspirations of the learners. Developing a curriculum to meet its curricular vision and perspectives by highlighting the needs of learners and emphasizing the all-round development of the child is a huge challenge for the planners, policy makers and practitioners. Kerala is currently engaged in this challenging task of curriculum revision. It is in this context the study gains its relevance. We take this opportunity as a starting point of initiating an intervention which encompasses all the desired aspirations in building up a progressive society. This project, through an impact study which focuses on the effectiveness of the child rights interventions already carried out in the state, will suggest future plan of action in this regard.

3. Purpose

To strengthen Child Rights Convention throughout the State by providing proposal to the Policy makers and Administrators for integrating CRC inputs in the ongoing revision of Primary school curriculum in Kerala.

4. Methodology (Activities)

The team members have joint assignments under this change project. The following are the areas of work and the target groups selected for the study.

Team members	Areas of work	Target Group
Dr. M.V. Mukundan Principal, District Institute of Educational training (DIET)	Policy formulation related to curriculum development, its implementation and monitoring	1. Policy makers and administrators which include State Curriculum Steering Committee, comprises of; <ul style="list-style-type: none"> • Govt. Secretary for General Education • Director of Public Instruction • Director, SCERT • All Dept. Heads • Academicians • Teacher organisations 2. Stakeholders <ul style="list-style-type: none"> • Education officers • Faculty members of DIETs • Faculty members of SCERT • District Project officers, Sarva Shiksha Abhayan, Kerala • CRC Network, India • Headmasters, Teachers, Students and Parents
Mr. P.S.Mathew Deputy Director of Education		
Dr. Jayalekshmi. S Research Officer, State Council of Educational Research and Training (SCERT)		

As part of the study, the activities were carried out in a phased manner which consists of three phases.

Phase I

1. Interacted with the Director, SCERT and shared the experiences of ITP at Sweden and about the project and also submitted a report on the programme. We also shared experiences with faculty members of SCERT.
2. Interacted with the Secretary, General Education Department, Government of Kerala and the Director of Public Instruction and presented a brief report of ITP in Sweden about the project.
3. Interacted with Child rights commission in Kerala and suggested them to advise the State Policy makers to include Child rights as a major component in the curriculum.

Phase II

1. Conducted in-depth discussion with the CRC change agents for collecting information about CRC interventions made by them in various schools.
2. Observed the child rights activities implemented in securing the best interest of children in some of the schools in the districts of Pathanamthitta and Kottayam.
3. Analysed various documents related to Child rights such as UNCRC Handbook, Change projects from the International Training Programmes of various batches, Kerala's Real Story in Ensuring Child Rights, and materials relating to child rights interventions prepared, released and have given training to the entire teacher community by SCERT such as Anti Drug Abuse Awareness Manual, Life Skill Education Handbook focusing on the social and emotional skills and also for the care of the health of children, Manual on Road Safety, Student Police Cadet Manual, Manual on Counselling, interactive DVDs for language learning and also the relevant pages of child rights in the D Ed curriculum.
4. From the workshop organised by SCERT, the team members collected responses on the implementation of child rights in the schools from 75 teachers from various parts of Kerala, who had undergone massive teacher empowerment programmes on management aspects, which also had a major module on professional ethics and child rights.
5. The Kerala Child rights Commission convened a special seminar while a new scheme called NIREEKSHANA, an online complaint registering system for the school children in Kerala, was inaugurated by Hon'ble Minister for Social Justice. The seminar consisted of different sessions on different issues related to

child rights. We, the team members were invited and actively participated in the sessions.

6. Organised National Seminar on Child rights at DIET, Pathanamthitta in which our Mentor Prof. Per Wickenberg presented a paper on Child rights.
7. Extended the awareness of child rights to the teachers of schools in Lakshadweep Islands through teacher empowerment programme wherein Kerala curriculum is followed. One of the team members acted as resource person for the programme.
8. Participated actively in the preparation of handbooks on Education and Health related to Children, Teachers, Parents, Children with Special Education Needs and Inclusive Education done at district level in Pathanamthitta. All books contain chapters on Child rights.
9. Consolidated Child rights-related interventions introduced in the State based on the aforesaid activities.

The following significant interventions provided us clarity about the overall scenario within the State as regard to the 3 Ps in CRC:

- Making the schools child friendly – the oath, the display board
- Awareness rally, activity camps
- Alternate school festival
- Formation of PPTA
- School Parliament
- My tree project, organic cultivation
- Learning material preparation, plastic free campaign
- Sahavasa Camp
- Swimming training, puppetry, Ayurvedic camp, exposure trip
- Vegetable cultivation, house visits
- Soap making, book binding, field trip, story writing
- Supply of health card, training on life skills, formation of code of conduct in the class
- Strengthening of Class Council activities
- Preparation of individual development plan
- Formation of reading circle, strengthening of club activities
- Kaumarya Deepika – a programme for girl children
- Keeping students box and timely follow up
- Road safety programme
- Launching of website link on child rights
- Healthy body for healthy and creative individual
- Parental meetings
- Various club activities
- Provision of nutritious food

- Equal opportunity to all children
 - Child friendly city project at Nilambur – special practices like Yoga, Motivation classes, Communicative English
 - Toll free number to all students and parents in the municipality
 - Suggestion boxes in all schools
 - Child protection councils
 - Participation of school children in decision making
 - Cascade model trainings
 - Trainings from state level on life skills, anti drug abuse programmes, road safety, counselling etc.
10. Prepared a descriptive report highlighting the major areas related to CRC and the suggestions to be incorporated in the primary education curriculum.

In order to ensure that the 3 Ps enshrined in the UNCRC (Provision, Protection and participation) are not something to be merely stated in the textbooks but should provide chances for the children for constructing and experiencing the skills, attitude and values along with knowledge. The curriculum being hidden should have slots for the transaction of the following areas. This enables the children to experience the 3 Ps in letter and spirit:

- Democratic outlook
- Concept of equality
- Sense of Secularism
- Respect to culture and heritage
- Tolerance
- Civic sense
- Peace education
- Environment protection
- Health and hygiene
- Outlook on sustainable development
- Attitude against drug, alcohol and tobacco
- Awareness about ill-effects of consumerism
- Road safety
- Adolescent education
- Gender equality
- Judicial literacy
- Awareness about cyber crime
- Media awareness
- Creative thinking
- Critical thinking

- Leadership skills
- Life skill education

The suggestions given to the curriculum makers are:

- Textbooks should be child-friendly
- The textbook cover should be colourful and should contain illustrative pictures of various activities of children
- The curriculum should reflect the essence of Right to Education and right based approach
- The textbook should contain fundamental duties enshrined in the Constitution on India
- The textbook should contain child rights
- The presentation of the content should be child-friendly
- Ample slots for child involvement and interaction should be provided in the textbooks
- No gender discrimination should be there in the textbook as well as in the its transaction
- Sufficient slots should be there in the textbooks to address the major areas identified with respect to Child rights
- The evolution of child rights
- Support material related to Art education, Physical and Health education, Work experience for all children
- Provision for food and nutrition for all children
- Support to CWSN
- Freedom should be given to the teachers to adopt suitable learning strategies to ensure the participation of all children
- Role of teachers should be redefined as mentors
- Teacher text should be evolved leading the students to get hands-on-experiences
- Various club activities ensuring the participation of all children
- Areas of values should be incorporated in the textbooks

The Government of Kerala has declared the revision of curriculum from pre-primary to higher secondary classes in a phased manner and the work is entrusted with SCERT. In the year 2014-15, the revised textbooks were implemented for classes 1, 3, 5, 7 & 11, in 2015-16 the revised textbooks for classes 2, 4, 6, 8 & 12 will be implemented and in the year 2016-17 revised textbooks for classes IX & X will be implemented.

The team members were aware of the fact that preparing suggestions will not yield any results unless and otherwise they themselves involve as stakeholders in curriculum development process. So we took part in the curriculum development process from the initial stage itself. The challenge faced by the team members was that how to convince

the curriculum developers to evolve strategies for integrating and incorporating 3 Ps in the content areas.

The following section elaborates the features of Kerala school curriculum and the process of curriculum development. Curriculum outlines the knowledge, skills, performances, attitudes, and values children are expected to learn from schooling. It includes statements of desired pupil outcomes, descriptions of materials, and the planned sequence that will be used to help children attain the outcomes. It includes the syllabi, textbooks and other teaching-learning materials, the methods/strategies employed, assessment and other aspects, like norms and values which relate to the way the schools are organised. Activity is the heart of the child's attempt to make sense of the world around him/her. Therefore, every resource must be deployed to enable children to express themselves, handle objects, explore their natural and social milieu, and to grow up healthy. Children's classroom experiences are to be organised in a manner that permits them to construct knowledge. Thus, the School Curriculum Framework of Kerala, 2013 has a philosophical backdrop of Constructivism. It incorporates the features such as:

1. Connecting knowledge to life outside the school
2. Enriching curriculum to provide for overall development of children rather than remain textbook centric
3. Nurturing an over-riding identity informed by caring concerns within the democratic polity of the country
4. Making examinations more flexible and integrated into classroom life
5. Ensuring learning shift away from the rote methods

The Right to Education Act, 2009, and the Rights based Education are the backbone of the revised curriculum. Kerala develops curriculum with the participation of all the stakeholders of the state. Kerala Curriculum includes various curricular materials such as syllabi, textbooks, supplementary materials, and assessment guidelines, adapted materials for special children, teacher texts, worksheets and teacher training modules. Curriculum is developed in such a manner which ensures learning of all children. Learning outcomes were fixed at all stages of school education for various subjects and also for each unit the subjects in each class. Curriculum has provided sufficient slots for ensuring learning outcomes in every child, which helps to improve quality of education.

The process followed by the State for the development of curriculum vision paper, syllabus, textbooks and teacher texts is:

- School Curriculum Steering Committee is formed under the chairmanship of Hon'ble Minister for Education, Government of Kerala in which Director, SCERT is the convener. This Committee is the policy making body.
- An expert committee was formed by the Government to examine the need for curriculum revision and to develop a platform for the revision.
- A core committee consists of Department heads, experts and teacher organisation representatives was formed by the Government under the Chairmanship of the

Secretary, General Education and its convenor is Director, SCERT. This committee monitors and evaluates the curriculum revision process and makes suggestions. One of the team members is a joint convenor of the committee (Annexure).

- Formation of textbook development committee which includes national experts, subject experts from various universities in Kerala and the practicing teachers. This committee prepares the syllabus and syllabus grid which consists of concepts, processes/activities, learning outcomes and assessment, develops textbooks and teacher texts through workshops.
- Formation of subject expert committee and curriculum sub-committee. These committees scrutinise the text materials and it is modified according to their suggestions.
- The final products such as vision paper, syllabus, textbooks and teacher texts are submitted to the curriculum committee for approval.

Since the curriculum development is an evolving process, which involves various steps, the team members made use of their official and professional stakes as and when required. Being one of the team members is a joint convenor of the core committee appointed by Government for monitoring and evaluating the curriculum revision, the process at the state level became more conducive.

The following activities were carried out under phase III.

Phase III

1. The Government has appointed two committees, one for examining the need for curriculum revision and to develop a platform for the new curriculum and the other for examining the problems confronted by the higher secondary sector. The team interacted with both the committees and convinced them on the need for incorporating child rights in curriculum in the context of implementing RTE Act in Kerala.
2. Interacted with the participants who were involved in the curriculum vision paper development workshops based on the expert committee report.
3. A write-up on child rights was developed for giving suggestions on including various aspects of the child rights and given to the textbook development committee of all subjects for incorporating the areas of child rights in the syllabus grid of all subjects of all classes and ensured its inclusion.
4. A convergence workshop was conducted by SCERT for finalising the syllabus grid of all subjects of all classes. The team members have ensured the inclusion of all aspects of child rights in the curriculum.
5. Attended a meeting organised by the Child Rights Commission along with other officials in Department of Education, wherein the Secretary, General education Department, Government of Kerala has also participated. At that meeting, it was decided to write to the Government, that the cover page of the textbooks

should include messages and logos of Child Rights and also the inner page of the textbooks should contain the child rights.

In addition to the broader areas of CRC suggested, the team members felt the need of submitting some specific level-wise suggestions. Due to the deliberations related to curriculum development, the following level-wise suggestions for integrating 3 Ps in the textbooks and teacher texts were evolved and based on the suggestions, activities and content were incorporated in the revised textbooks.

Classes I – V (Lower Primary)

- Health and Hygiene
- Food and nutrition
- Family relations
- Slots for participation in activities
- Learning strategies / activities for ensuring the participation of all children
- Area for promoting the need for access for all children
- The cover page should carry the messages of child rights (pictures, logos, photographs etc.)
- Areas such as Children’s Parliament, Mid-day Meal Programme etc.
- Slots for differentiated learning strategies and differentiated assessment strategies
- Provision for discussion on Road Safety, issues against child abuse
- Awareness activities against physical and mental harassment of children
- Discussions on creative participation in school parliament and club activities
- Activity guides for art, physical and health education

Classes VI – VIII (Upper Primary)

In addition to the above topics:

- The historical evolution of child rights acts in India
- Prohibition of child labour act
- Civil rights and civil responsibility
- UN declaration – ratification and implementation
- Right to Education Act
- Various Commissions and Agencies
- Discussions on violation of child rights at school, home and society
- Discussions on the evil effects on drug, alcohol and tobacco use

5. Results

This project has thrown some light in the school sector in varied dimensions. The results of the CRC interventions made at district and school levels have given us enlightenment regarding the various components of child rights to be addressed in different textbooks. Though based on the state policy on curriculum revision, the team members have succeeded in convincing and incorporating right based components in the implemented curriculum throughout the state. As a result, new textbooks for classes 1, 3, 5 & 7 consisted of variety of slots for dealing with the 3 Ps. The entire teacher folk in the State got basic training as regards to CRC. Child rights have become the prime concern of the entire society. Child rights Commission has given prominence in inviting team members for the academic interventions.

As a token of the approval from the part of the policy makers, in the expert committee report on curriculum revision, it is clearly stated that contextual and relevant activities related to child rights issues and its various concepts need to be addressed in the curriculum. Participation of children could be ensured in the preparation of curriculum.

In the Kerala School Curriculum, 2013 (vision document) it is stated that, to develop engaged citizens who are physically healthy, emotionally intelligent, personally effective, socially responsible, aesthetically sensitive who have character, commitment and courage with global consciousness and local connectedness, some core areas including themes of child rights like anti drug abuse, gender equality, road safety, life skill education, peace education, health aspects, human rights, child rights, co-operation, democratic values, access to information and use of latest technology/tools like computers etc for enhancing the knowledge, equality and secular feeling embedded in the Indian Constitution which are identified based on values, attitudes and commitment should be integrated by using a purposeful process of infusing these affective coaching in the cognitive exercises for the harmonious integration of head, heart and hands and should be included in the content areas of all subjects from pre-primary to higher secondary level.

All the textbooks contain front inner cover page printed in with fundamental duties enshrined in the Indian Constitution and back inner page printed in with Children's rights and major responsibilities. The contact information of various agencies who take care of child right protection activities were given in the cover page itself. The content of the textbooks include suggested areas at various levels.

As quality education has been considered as the right of the child, curriculum ensures the attainment of learning outcomes in every child. For the effective implementation of the curriculum, teachers should be empowered for the integration of 3 Ps in the learning process. The team members extended their services in the preparation of teacher text and in the preparation of modules for the massive teacher training programme for the entire teacher community. In the teacher text developed for all classes, practical tips for the integration of 3 Ps in the teaching-learning process, to overcome the challenge faced by the teachers, is given.

The teacher training module consisted of one specific session for dealing with Right based Education which provided slots for the preparation of action plans by the teachers for the effective implementation of right based education in schools.

6. Discussion and Reflection

The CRC change agents in Kerala are actively involved in various projects related to the propagation of UNCRC. Many novel interventions were thus, conceived and practised in a piece meal mode in different parts of Kerala. Given the situation, our task was to pool up all the CRC related activities in a holistic manner at the policy level systematically and to implement them throughout the State. Our stakes at the state level helped us positively to take up this project though challenging, was encouraging. May be incidental, the decision of the State Government to revise the existing curriculum was an impetus to the team members for taking up this project. The higher policy makers and authorities supported us in all ways. Also the political decision to implement Right to Education and the constitution of Child rights Commission highlighted the importance of child rights on one part and evoked a public awareness in the entire society. These actions were supplementary inputs in our academic endeavours.

Learner centred pedagogy is followed in Kerala. The textbooks are written in an integrated approach, by giving equal importance to content and pedagogy. Therefore, various dimensions of child rights could be addressed in the content part e.g. Awareness of the child rights and the other dimensions in the pedagogy part e.g. Ensuring participation of all children in the group work for learning and giving chance to all children in the class for feedback and reflections.

One of our reflections is that the observation remarks of the CRC interventions in the districts of Kottayam and Pathanamthitta and the result of the CRC interventions which were made by the DIET, Pathanamthitta, in collaboration with the Panchayath (local self-government) and the state level interventions of SCERT in the curriculum development process will help in strengthening the CRC in all schools throughout the state.

The textbooks of classes 1, 3, 5, 7, and 11 which reflect the essence of rights based approach were approved by the School Curriculum Steering Committee and it was implemented in the year 2014-15.

7. Way Forward

1. Interventions in the textbook development process for classes 2,4,6,8 and 12 which are implemented in year 2015-16.
2. Interventions for the parental awareness programme after the implementation of textbooks through media.
3. Field level close monitoring has to be done so as to find out the difficulties faced during the implementation and to suggest ways to overcome it.

4. Since CRC related activities for its continuance requires a constant attitudinal change among all the stakeholders, constant overview and follow up activities are required.
5. A co-ordination among all the stakeholders is a must. The recently formed NGO by the CRC change agents in Kerala shall take up more supportive activities for the propagation of CRC in Kerala.

8. List of References

1. Change Project Reports of Kerala CRC Network
2. Implementation Handbook for the Convention on the Rights of the Child, UNICEF
3. Newspapers daily dated 13/09/2013
4. Curriculum Study report of NCERT, New Delhi, 2013
5. The revised textbooks of classes 1,3,5,7 and 11 (2014- 2015)
6. Kerala's Real Story in Ensuring Child Rights, The Kerala Network of CRC Change Agents, 2013
7. Manual on Road Safety, Manual on Anti-drug abuse awareness, Handbook on Life Skills and Handbook on Physical and Health education, Handbook on counselling, and interactive DVDs for language learning.

9. List of Annexures

1. Child friendly cover pages of revised textbooks
2. Inner cover pages consisting of fundamental duties and child rights
3. Some relevant pages of revised textbooks dealing with child rights issues
4. Govt. Proceedings showing the members of core committee constituted by the Government for monitoring and evaluating the curriculum revision in which one of the team members is a joint convenor.
5. Photographs of the activities
6. Relevant pages of teacher text containing right based education
7. News paper cutting of the National Seminar organised at DIET, Pathanamthitta

Malawi



Malawi had its first team in batch 3 (2005) and in total 13 teams and 34 change agents in batches 1-21 (November 2014) in the programme.

Level	Change Agents	Change Projects	Comments
National	11	0	
Region/Province/ District	13	8	
Local	10	5	

Table1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

The main topics of the Malawian projects have been on different forms of student participation, e.g. involving students in decision making, and on reducing drop-out rate due to pregnancy and child labour. The target main target areas have been Lilongwe, Zomba and Mchinji.



Area: 118,484 km²

Population: 15,805,239 (est. July 2014)

Capital: Lilongwe

Independence: 6 July 1964 (from the United Kingdom)

Official Language: Chichewa

National Country Coordinator:

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George Kondowe (secretary) [kondowegeorge@gmail.com]

MALAWI

The Role of Community Members in the Promotion of Child Friendly Schools: The Case of Malemia and Domasi Government Primary Schools

Valentino Zimpita, Chimwemwe Kalalo and Davie Kaambankadzanja

1. Frame of Reference

Malawi is a signatory of various United Nations conventions and protocols, including the Convention on the Rights of the Child (CRC). Articles 5 and 18 of the CRC observe that parents and the community at large play a crucial role in the realisation of child rights. Of these rights, Article 28 talks about child rights to education. It follows then that communities have a role to play in the child's realisation of this right (to education).

Having ratified the CRC in 1991, Malawi is doing a lot to grantee the rights of the child including right to education. To show its commitment, the government introduced Free Primary Education in the year 1994 with the aim of making sure that no child remains out of school because of fees problems. This resulted in an increase in primary school enrolment from 2 million to nearly 3 million representing a 50% rise (Policy and Investment Framework 2000).

Malawi government has gone a step further in showing its commitment to the CRC by making primary education not only free but also compulsory. A bill to this effect was passed on 31 October 2013 (Education Act 2012).

In addition, the Ministry of Education, Science and Technology with support from UNICEF has introduced the concept of Child Friendly School (CFS) in primary schools just to make sure that the child enjoys the right to education in a free and friendly environment. CFS takes into account all the 3Ps namely Provision, Protection and Participation as described in the CRC articles. The CFS framework identifies five

thematic areas as necessary and mutually re-enforcing conditions for a successful school. These thematic areas are:

1. A rights based and inclusive school
2. An academically effective school
3. A self-protective and health promoting school
4. A gender responsive, equity and equality promoting school
5. School-community linkages and partnerships

The CFS guidelines observe that community participation is the “key building block” to realizing the child – friendly school goals. However, the National Strategy for Community Participation in Primary School Management (2004) observes that community participation has generally only involved helping with construction and fund raising, and not in school management. In agreement, the National Education Sector Plan (NESP 2008 – 2017) observes that there is indeed poor participation of school management committees (SMCs) and their communities in school management. In this regard, the NESP recommends that communities be mobilized to participate in “whole school development” and management. The Education Sector Performance Report (2010 – 2011) further supports the need to involve local communities and SMCs for effective school governance and management.

Johnson (2004) says that the benefit of community participation is that it sends the message that school is important and the work children do there is worthy of adult attention. In this regard, learners take school seriously and in the end, most of them will remain in school and complete their studies

This project focused on the participation of the community in making schools safe for learners in line with theme 5 of the CFS implementation strategy in Malawi. The project was conducted in Zomba District in the southern part of Malawi. This is one of the few districts where CRC projects have been conducted. However, none of the previous projects addressed community participation in the promotion of child friendly schools. The project targeted two schools. These are Malemia and Domasi Government Primary Schools. These two schools were purposefully chosen because of the differences between them. While Malemia is a typical rural school, Domasi Government is a same urban school. As such, the results of the study were representative of the situation at the wider horizon. Furthermore, the two schools were very convenient in the sense that change argents were staying close to them such that monitoring and supervision of the projects was very easy.

2. Purpose

The purpose of the study was to create an improved and safe learning environment in schools through community participation in coordination with the teachers. Both communities and the teachers were supposed to effectively contribute towards the creation of safe schools. To achieve this, the two groups (the communities and the teachers) came up with joint projects which were successfully implemented. The active participation of the communities clearly showed the passion that had developed in them as far as the safety of their children in the schools was concerned.

3. Methodology

In order to achieve the purpose of this study, a number of steps were taken. The first step was to conduct a base line study for both teachers and community members of both schools with the aim of finding out the gaps which were there in terms of understanding of their roles in making learners in school safe. Target groups in the study were head teachers, teachers, community leaders, traditional authorities and mother groups. These were all involved but were grouped into two; community members and teachers.

Having identified the gaps, training materials were developed for both groups of stakeholders. This was followed by the actual training which aimed at enlightening the groups on their roles. The trainings were in two, one for teachers and head teachers of the two schools and the other one for community members of the two schools. At the end of the training, each of the two schools drew an action plan. The teachers and the community members for each school worked together to come up with the school's action plan.

The first output of the study was awareness of the roles of the community members in making schools safe for learners. The training aimed at sensitizing the community members on their roles (activity 1a). The action plan constituted activity 1b; strategizing points of action to be done by community members at the school. The second output of the study was school- community coordination towards making schools safe for learners. To achieve this output, the activity to be carried out was to redefine roles of community and partnerships with the school in line with Malawi's Child – Friendly Schools' principles. The third output was to strengthen links between the school and the community. This was to be achieved through two activities namely;

- a) identifying areas to strengthen links between the school and the community
- b) working out strategies to strengthen the links between the school and the community

While the forgoing outputs and activities all looked at the community, the following addressed the head teachers and teachers. The first output was awareness of staff on the expected provisions the school is supposed to give children for their safety. This would be realized using two activities namely;

- a) analyzing the provisions that ensure safety of learners
- b) identifying strategies to enhance safety of learners in accordance with provisions.

4. Results

The base line study had two sets of data. The first one was for teachers and head teachers of the two schools, while the second one was for community leaders. Since the trend was almost the same, only the data collected from the teachers and head teachers is discussed below. This data was analysed using SPSS computer software. All the items (48) were entered and analysed. The analysis was done according to the five themes of CFS that Malawi adopted. The following were the reflections from the findings.

Theme 1: A rights-based and inclusive school

Despite the claims that the two schools place high value on understanding and respect of children's rights, there was still a contradiction from the other responses on the same. This showed there was still lack of understanding of the whole concept of child rights as regards this theme.

Theme 2: Academically effective school

Lack of a clear pattern from the responses also showed a lack of understanding of what an academically effective school should be. For example, responses on "lack of materials affecting the implementation of the curriculum" and on "students have the materials they need to learn" showed clear contradiction as the majority in both cases indicated that they strongly agree.

Theme 3: A safe, protective and healthy promoting school

The responses indicated that there was a good relationship among teachers at both schools and are able to respect and help each other. However, on the safety of learners, the data showed that at both schools safety was not guaranteed. For example, more than 40% indicated that schools were highly affected by crime and violence, and about 60% indicated that health issues kept learners from learning.

Theme 4: A gender responsive, equity and equality promoting school

Under this theme, two items were put forward for teachers to determine how well their school was promoting gender equity and equality. It was discovered that about half believed that learners were not treated differently. The responses also showed a fifty-fifty % on equal opportunities to succeed between boys and girls.

Theme 5: School – community linkages and partnerships

Despite the fact that some responses were showing that communities supported schools in terms of making decisions that affect learners, there were also responses indicating low involvement of parents in the education of their children. There were also some contradictions on the responses. For example, inclusion of parents in school events and overcoming cultural barriers seemed to be problematic as well. If parents were well involved in school events, it should not have been problematic to overcome cultural barriers that affected learners' education.

It was hoped that by the end of the study, community participation in the promotion of child friendly schools would be strengthened. To achieve this, each and every stakeholder would know their role and would do what was expected of them.

5. Project Implementation

As a way forward, it was initially envisaged that each group for each school come up with an action plan on one issue which the group identified. This action plan would be monitored by the change agents and upon completion; the group would develop another action plan. However, it was later changed slightly in order to accommodate observations made by fellow change agents in Vietnam. In this regard, instead of having separate activities as teachers and community members, each school came up with one project to be done collaboratively between teachers and community members.

The revised action plans were therefore as follows for the two schools:

Action plan for Domasi Government primary school:

Issue: Unfriendly steps on classroom blocks creating problems for young learners and those with disabilities

OUTCOME	STRATEGIES	RESPONSIBLE OFFICERS	RESOURCES	TIME FRAME	INDICATORS
By The end of July 2014 we shall have constructed friendly passages on 4 classroom blocks	Meeting with stakeholders	Head teachers senior school staff	Flip charts	End of October	Minutes
	Mobilizing resources	School management committee Head teacher Senior school staff	sand bricks cement	End of October	Availability of materials
	Construction of friendly passages at standard 1 and standard 8 classrooms	School management committee Headteacher Senior school staff	sand bricks cement	December to February	Constructed friendly passages
	Meeting with stakeholders	Headteacher School management committee Parent Teachers Association	None	Early March	Minutes
	Construction of friendly passages at standard 7A and standard 7B classrooms	Headteacher School management committee Senior school staff	sand bricks cement	March to May	Constructed friendly passages
	Construction of friendly passages at standard 6A and standard 6B classrooms	Headteacher School management committee Senior school staff	sand bricks cement	June to July	Constructed friendly passages
	Meeting with stakeholders	Head teacher School management committee Parent Teachers Association	None	End of July	Minutes

Action plan for Malemia primary school, Issue: Lack of adequate and safe rubbish pits at the schools to improve sanitation

OBJECTIVES	STRATEGIES	RESOURCES	LEAD PERSON	TIMEFRAME	INDICATORS
By end of June 2014, five rubbish pits will be dug to improve sanitation at the school	Meeting with stakeholders	None	Headteacher and sanitation officer	January 2014	Minutes of the meeting
	Mobilizing funds	Poles, shovels, hoes, nails	SMC committee and sanitation officer	February-March 2014	Availability of funds
	Constructing rubbish pits	Poles, shovels, hoes, nails	SMC committee and sanitation officer	April – May 2014	5 complete rubbish pits available

6. Results of the Project Implementation

The project implementation has been successful at both schools and has achieved the intended objectives. The project has improved collaboration between schools and their communities in providing safe environment for the learners in both schools. At Malemia School, five rubbish pits with protective fences have been put in place. Four of the rubbish pits were done in collaboration between the school and community members and the fifth pit was constructed by community members only.



Pic 1. Rubbish dumping before intervention at Malemia School.



Pic 2. One of the five protected rubbish dumps

In addition to the expected results; five fenced rubbish pits, Malemia Primary School achieved an unexpected result. The community members went a step further to initiate a project to construct washrooms to cater for girls who had problems to come to school when they were experiencing monthly periods. Most of them stayed out of school during such days. It was the wish of community members to encourage them to come to school and attend lessons and use this facility while at school. This facility makes the school even more child friendly for the girls.

At Domasi Government School, teachers and members of school community managed to raise money and construct ramps to all classrooms which had steps which were

unfriendly to young children and disabled learners. This was after observing that young learners and disabled learners used to have difficulties to access the classrooms.



Pic 1. Domasi School steps before intervention.



Pic 2. One of the ramps to improve access to classrooms.

Through this joint project between community members and teachers, more collaboration emerged. Just like at Malemia School, community members at Domasi Government also initiated a project to construct a washroom for girls to use during menstruation. In addition, teachers and community members also initiated a project to construct a teachers' staffroom and a school library for learners.

Another success of the project is the methodology which was used to implement the project. Teachers and community members at both schools developed action plans as a guide, indicating explicitly the objectives, strategies, resources needed, lead person and indicators of implementation. This is an innovation which will be used in other projects.



Mentor; dr. Ulf Leo, Change agents, teachers and community members of Malemia

7. Discussion and Reflection

The project has been a great success in the sense that the ideas for the project came from the teachers and community members themselves, different from what change agents initially had during baseline study. Change agents had different ideas to be implemented in the project as shown in the initial project report but community members and teachers on the ground had other things as priorities; the ones they implemented. Although the project achievements at the two schools may seem small, their impact is big. The collaboration that has been achieved in implementing the two projects has opened eyes for the two teams to see the need to work together even on small issues such as construction of rubbish pits and making of ramps to improve access to classrooms. This collaboration is likely to grow for the benefit of the learners in the two schools.

Summary of successes achieved by the two projects are:

- Improved collaboration between teachers and community members towards creating a safe environment for learners in their schools. More collaboration has also been seen among community members such as Mother Groups and PTA/SMC members and community leaders. Mother groups were more active but now their efforts are appreciated and supported by the rest of the community members including community leaders. The proposal to construct washrooms at both schools came from Mother Group members and all the community members support the idea.
- The project has led to more successes in the two schools besides the intended expected outcomes. The proposal to have washrooms at both schools was not in the original plan but came out as a need from community members.
- There has been improved sanitation at both schools. Having constructed the five rubbish pits at Malemia School and the ramps at Domasi Government primary school, the two schools have intensified the outlook of the two schools through cleanliness to match with the projects accomplished.

Summary of challenges experienced in the implementation of the projects –

- The main challenge is the fact that some of the ideas which change agents had wanted to initiate for implementation at the two schools were changed. As indicated earlier, the projects are those that were initiated by the schools and community members. Also the approach to have different projects done by schools and community members were changed to have one project for both school and community members at each school. This was of course the right approach in line with the objectives of the project.

8. Way Forward

The two schools will continue with various projects using the methodology of action planning. Already at hand are the projects on washrooms for girls at both schools, and a staffroom and library at Domasi Government School. During the mentor visit to Malawi, change agents collaborated with two NGOs who were willing to support the two schools in their endeavour to create safe and friendly environments for learners through community participation. The two NGOs are Creative Centre for Community Mobilization (CRECCOM) and Youth Net and Counselling (YONECO). There will be need to continue supporting the schools activities to collaborate with the two NGOs and as the two schools continue with their various projects.

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Mozambique



Mozambique had its first team in batch 7 (2007) and in total 5 teams and 14 change agents in batches 1-21 (November 2014) in the programme.

Level	Change Agents	Change Projects	Comments
National	3		
Region/Province/District	3		
Local	8	5	

Table1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.



Area: 801,590 km²

Population: 25,041,922 (est. November 2014)

Capital: Lilongwe

Independence: 6 July 1964 (from the United Kingdom)

Official Language: Chichewa

National Country Coordinator: Geographically the teams are divided between Xai-Xai city and the capital city Maputo. The focus of the projects has emphasized all three Ps, provision, protection and participation.

National Country Coordinators: Artur Dombo (arturdombo@yahoo.com.br) and Matias Parruque (mparruky@yahoo.com.br).

MOZAMBIQUE

Building warm relationship between teachers and students in order to increase students' participation in the classroom at Quisse Mavota Secondary School in Maputo.

Artur Armando Dombo, Elias Marcos Banze and Milagrosa Armando Basilio Sitoe

1. Introduction

The present report refers to the activities carried out at Quisse Mavota Secondary School concerning the change project being implemented at this school. This report is divided into 7 parts:

1. The first part provides an overview of CRC issues in Mozambique;
2. The second part deals with the methodology used in this report, providing all the activities carried out and the materials (tools) used for achieving the objectives of the project;
3. The third part provides the purpose of the project;
4. Part four is concerned with the results acquired in the activities carried out at Quisse Mavota;
5. Part five is concerned with the lessons that the team, stakeholders and target group learnt from the first stage of the implementation of the project, providing some reflections about the impact of the project;
6. Part six is concerned with the way forward, providing ongoing activities for the future.
7. The final part of the report presents the list of references used for this report.

Definition of Operational Terms

- **Warm** – used to give a pleasant feeling of cheerfulness or friendliness; it can also be used to indicate strong feeling, especially good feeling.
- **Relations** – used to indicate way of treating and thinking of each other.
- **Relationship** – used to indicate family or personal connection.
- **Warm relationship** – used to indicate good relations or friendly relations between people, in our case, between teachers and students.

2. Frame of Reference

Mozambique has already signed the Convention on Rights of the Child (CRC) and the Charter of African Child Rights in 1990 and ratified them in 1994. Starting from this time, the government has been working with national and international partners to ensure the fulfillment of these conventions. Issues on CRC have also been incorporated in the National Constitution to ensure their entire fulfillment. For example, on its article 47, it is stated that children have the right to education, protection and to freedom of expression. The country has been striving towards achieving the Millennium Development Goals (MDGs), which include the achievements of Universal Primary Education and reducing illiteracy and gender disparity by 2015. Regarding to this, much progress has been registered. New schools and universities are being built throughout the country so that more children can have access to education. From 2004, where the new educational curriculum was introduced, school age children are enjoying free education up to grade 7, which is considered to be compulsory education. Laws which promote child rights as well as laws which protect them from various harms (such as labor work exploitation, sexual harassment and corporal punishment). So it can be said that the first two pillars of CRC (provision and protection) are being fulfilled in Mozambique, particularly in Maputo.

In fact something good is being done concerning to the implementation of CRC. You often hear programs on radios dealing with CRC; you can also watch wonderful programs on TV as well as you can read good articles in the newspapers and Magazines dealing with child rights. All over the country, you easily find pamphlets put up on the walls or elsewhere with some drawings, pictures and written statements about children's rights. However, if you come to the big area, education, in Pre-Schools, Primary and Secondary Schools where we find a quite number of children and students, there is no specific subject or programme in the curriculum dealing with CRC as such. There are some spontaneous activities on teaching CRC. Therefore, in our point of view we consider that there is not as much as it should have to be. As we have mentioned before there is nothing clear designed in the school curriculum that gives clues in which way

the schools should walk in the teaching and implementing CRC. Not all the schools act in the same way, some try on they own but others do nothing at all.

Based on this situation our project deals with student's participation in classroom focusing on building warm relationship and good communication between teachers and students at Quisse Mavota Secondary School in Maputo City. We have chosen participation as one of the three pillars to work on in our project because we consider it as the most neglected one. We also consider that the relationship between teachers and students can influence the level of students' participation in the classroom. A warm classroom environment, warm relations, good communication and freedom of expression in the classroom help students learn better and participate in the classroom.

We already know that the government does a lot in order to provide protection and provision in the schools but less is done to promote student's participation. In many cases the students don't enjoy their rights. They are excluded and considered as those ones who should only listen and follow the instructions given by the teachers. It's no wonder many violations of CRC are taking place in many schools. Students should not say anything in the classroom because they are students not teachers. They should not say anything concerning to the school life because they are students and they have no voice to decide anything about school management. In many schools there are no student's representative, no student's council and no meetings at all. As a result, students have no voice in schools and they participate less in the classroom.

3. Purpose

The purpose of our project is to improve relationship between teachers and students in order to increase students' participation in the classroom and thus improve their achievements.

This is considered a pilot project because our aim is to start working with grade 11 students and teachers at the beginning and, gradually progress to the following grades involving all in building warm relations, good communication and freedom of expression which will promote students' participation in the classroom. The project is being set up at Quisse Mavota Secondary School in Maputo-Mozambique. We have chosen this school because the students in this school less participate in the classroom and school management, and because the principal and one of the teachers are participants of batch 18 in this training. This is a project that continues the work of batch 16. This school is one of the biggest schools in Maputo, the capital of Mozambique. There are 20 classrooms, a big library, two language rooms and a computer room. The rate of students per class is about 60. There are 7 classes in grade 11. This school teaches from grade 8 to 12 and these grades are divided into two cycles: first cycle (grade 8, 9 and 10) and second cycle (grade 11 and 12). There are 94 teachers (74 teachers for day shift and 20 for night shift). Among 74 teachers working in day shift, 26 work with second cycle

students and the rest work with first cycle students. There are 52 assistants working in and out of the office

Batch 16 is working with the first cycle, starting from grade 8 (in 2012) and progressing to the following levels. We are working with the second cycle, starting with grade 11 and progressing to the following levels and by 2014 we will have involved all the students and teachers in the project. We want our school to become a model for other schools and spread / expand the changes to schools in the nearby district and then to schools in other areas of Maputo.

The stakeholders for this project are the School Council and the parents and the target groups are the grade 11 students and the grade 11 teachers.

4. Methodology

Achieving the intended outcomes of the project requires the use of appropriate methodologies when implementing the planned activities. In this regard, the team has carried out several activities such as meetings, workshops with teachers and students and Drama activities (see appendix 1-Activities plan). Questionnaires and debates were used during the workshops.

4.1 Meetings

In June, the team held meetings with Provincial and District directors, school council, school governing board, parents, teachers and students separately (see appendix 1-Activities plan)

The objective of these meetings was to present to them the report of the training in Sweden, to present the change project, its objectives and the benefits that the school can gain from it and seek allowance to start implementing it in the school. They welcomed the project and all agreed to the implementation of the project at Quisse Mavota.



4.2 Workshop with Grade 11 teachers

This workshop was held on 10th August 2013 and 22 teachers (8 women and 14 men) participated. The objective of the workshop was to raise teacher's awareness on CRC issues and the importance of building warm relationship and good communication with their students. In order to achieve this objective, a questionnaire and debates were used (see appendix 2- questionnaire for teachers). Teachers worked in small groups to discuss the questions and after that they had to present their ideas in front of the room. After presentations, a discussion about the ideas presented was held.



Grade 11 teachers in the workshop

One of the teachers presenting the ideas of the group



4.3 Workshops with students

Two workshops were held at this stage.

The first workshop was held on 17th August 2013 and 180 students (83 boys and 97 girls) participated in the workshop. The objective of this workshop was to raise student's awareness on CRC as well as the importance of building warm relationship with their teachers and classmates. In order to achieve this objective, a questionnaire and debates were used (see appendix 3- questionnaire for students). Pamphlets on Child rights and duties were also used. The students worked in small groups to discuss the questions and after that they had to present their ideas in front of the room. After presentations, a discussion about the ideas presented was held.



The second workshop was held on 14th September 2013 and the objective was to present and record drama activities about CRC issues, warm relationship and good communication in the classroom. The students presented four different scenarios in which:

- The first scenario was about a parent who did not give her child enough time to do the homework and revise the lessons at home.
- The second scenario was about a good and a bad teacher in order to show a kind of teacher they would like to have.
- The third scenario was about a proactive teacher who encourages his students to participate actively in the classroom.
- The fourth scenario was about a teacher abusing sexually his student.

The team recorded the dramas in order to present them to parents and teachers and open up for discussion.

4.4 Workshop with teachers and students

This workshop was held on 31st August 2013 and its objective was to present the results of the previous workshops and open up for discussion. The teachers and students worked in small mixed groups to discuss the results presented and then present their conclusions.

4.5 Dramas presentation

This meeting was held on 5th October and its objective was to present the dramas to the parents, school council, teachers and students and open up for discussion focusing on CRC, warm relationship and good communication.



4.6 Mentor's visit

Several activities were done at this stage (see Appendix 5 – Activity plan for the mentor's visit), but we highlighted two:

Meeting with the principals at Kamubukwana District (in Maputo City) where our school is located.

This meeting was held on 7th July 2014 and there were 33 principals from public and private schools. This meeting had as objectives to inform the principals about the training in Sweden (Child rights, Classroom and school Management) and its importance in our school as well as to make them aware about the impact of the projects being implemented in some schools of Maputo and Xai-xai, in particular at Quisse Mavota Secondary School in Maputo City.



Meeting with the teachers and the students at Quisse Mavota Secondary School.

This meeting was held on 9th July 2014 and had as objectives to increase the self-esteem and the motivation of the participants (teachers, students and the team) in the project.

5. Results

5.1 Meetings

The meetings with stakeholders and target group revealed that all were willing to have changes in the school and they provided help and support.

5.2 Workshop with teachers

From the workshop with teachers, it was found out that teachers have general knowledge about child rights and duties and they were also aware about the rights stated on articles 12 (Respect for the views of the Child), 13(freedom of expression) and 29 (the aim of education).

In order to help students enjoy these rights in the classroom, teachers suggested that:

- Teachers should give students opportunity to express their ideas freely in and out of the classroom.
- Teachers should listen to their students patiently and provide help and support if necessary.
- Teachers should help students develop skills which are necessary for adult life, telling them how they should behave in different situations and how to be successful in life.

Regarding to student's participation, the teachers suggested that:

- Teachers should help students see the importance of studies and encourage them to work hard, doing the homework and revising lessons at home.
- Teachers should encourage students to hold debates about current issues in the classroom in order to develop their communicative skills.

In order to encourage students to participate actively in the classroom and to encourage them to revise the lessons and do the homework regularly, the teachers designed the following table:

	ACTIVITIES									
Name	Participation					Homework				

Teacher should give bonus mark to students who participate in the classroom and those who do their homework regularly and register them on this table. The sum of the bonus will be added to the marks achieved in the written test. The teachers believe that this idea will encourage students to participate actively in the classroom.

Regarding to building warm relationship and good communication with their students, they suggested that teachers should:

- Respect their students and encourage them to respect each other.
- Be open and friendly with their students, helping and supporting them whenever necessary.
- Have permanent open conversations and interaction with their students.

This information reveals that teachers are aware of the importance of building warm relationship with their students, respecting their rights and encouraging them to participate actively in the classroom in order to help them learn better.

5.3 Workshop with students

From this workshop, it was found out that students are aware of their rights and duties in and out of the classroom. They said, for example, that students must respect their teachers and classmates as well as carrying out their responsibilities as students. They also said that they have rights to be respected, to express their ideas freely in and out of the classroom and to participate actively in the classroom.

Regarding to building warm relationship and good communication, students suggested that teachers should:

- Stimulate and praise students who have done well in the classroom.
- Be open, tolerant and friendly with their students.
- Have open and frank conversations with their students in and out of the classroom, giving them advice if necessary.

Concerning to student's participation, they suggested that:

- Teachers should praise and give bonus marks to students who have done well.
- Teachers should not correct student's mistakes violently, but they should help them to see where they did wrong and show them how they can overcome this problem in future.
- Teachers should encourage students to work in groups rather than individually, in order to help each other.

This information shows that students are aware of their rights and duties and the need to build warm relations with their teachers and classmates and their active participation in order to help them learn better and improve their grades.

5.4 Workshop with teachers and students

The objective of this workshop was to present the results of the questionnaires and identify good practices. After the presentation and after having discussed the result, the participants said that the project is bringing changes at Quisse Mavota Secondary School because teachers and students are more friendly and students feel free and comfortable to talk to the their teachers. The participants suggested that a document con-

taining good practices should be produced and it should be put up in every classroom and in the library so that everybody can have access to it. They also suggested that this document should be called

“Classroom working guide”. The document should include teacher’s and student’s rights and duties, how to build warm relationship and good communication between teachers and students and how to encourage student’s participation in the classroom. This document was produced and presented to the teachers and students and all agreed to start using it next year (see appendix 4-classroom working guide).

5.5 Drama presentation

From the discussion held about the dramas, it was found out that the teachers and the parents could see the good and the bad practices presented in the dramas and they promised to change. The students said that they would like to work together with their teachers in a comfortable environment.

5.6 Mentor’s visit

The meeting with the principals of Kamubukwana District helped them to see the importance of child rights in our school as well as the importance of the projects being implemented in some schools of Maputo and Xai-xai. These projects are bringing changes in the attitudes of the teachers and students, which in turn, improves the quality of our education. They could also see the importance of building warm relationship and good communication with our students, spreading in this way our experience for the neighbouring schools. As a result, one of the principals in the meeting invited the team to give a workshop about the importance of building warm relationships with the students in his school.

The meeting with the teachers and the students at Quisse Mavota Secondary school increased the self-esteem among the teachers and the students and were all motivated to work together and taking the project ahead in the following years.

6. Discussion and Reflection

From the results presented, it was revealed that both teachers and students are aware about student’s rights and duties, and the importance of student’s participation and the need for building warm relationship in the classroom in order to create a comfortable learning environment which helps students learn better. Students learn better when they feel respected, understood, loved, safe and trusted (Durrant, 2007). So, a warm

classroom environment, freedom of expression and good relations and communication between teachers and students are foundations for helping students learn better and participate actively in the classroom.

The teachers and students revealed that they have good relations. However, something should be done to improve them. So the project is bringing the necessary changes and improvements.

Teachers complained that some students were very shy and less cooperative, making it difficult to help them. Since we started implementing the project, some changes are being noticed. Students are more comfortable and free to talk to their students and those who were shy are changing slowly.

They also complained that it was difficult to help all students to participate actively in the classroom because the classes are too large and overcrowded. So we suggested that they can use strategies for working with large classes such as using group and pair works. They can also use best students in their classes to help weaker ones. As (Baker and Westrup, 2000) say, group work and pair work are good strategies for working with large classes because all the students will be involved in the activities and weaker and shy students can perform in a non-threatening environment and the teacher can monitor individual learner performance and provide help and support if necessary. Students have a much more equal opportunity to practise their communicative skills.

The students complained that their parents do not give them enough time to do the homework and revise lessons at home and this fact may at some extent influence their achievements. From the meetings held with parents and the dramas presented, the parents were able to see the need to help and support their children and promised to change. If parents help and support their children, this helps them to be successful at school (Quist, 2007). From these insights, it can be said that all participants in the project are aware of the problems and are willing to change.

Unexpected outcomes

- One thing to notice is that, the team had planned to train grade 11 teachers but the school governing board suggested that they (the members of the school governing board) should also participate in the training in order to follow what is being done in the project as they are responsible for all the activities being done at school. So the team included this group in the project.
- As a result of the changes brought by the project, in 2013 Quisse Mavota was elected the best school in Maputo and it came second at the national level.
- After returning from a follow up seminar in Vietnam, the team presented the report to the National Director of Secondary Education at the Ministry of Education. He was very happy for the work done and as a result, Mr. Artur Dombo was invited to attend a seminar in China about Secondary Education in Africa. This seminar was held in April 2014 (see Appendix 6- Invitation letter).

- As a change brought by batch 16, the students are repairing broken desks and chairs in order to solve the lack of desks in our school. However, the students had to work on open space without minimum safety conditions. Having seen the importance of the work being done, in 2014, the Ministry of Education decided to build a huge workshop at Quisse Mavota Secondary School, where the students are going to do the work in good, comfortable and safe environment. The workshop is ready now. The students were very happy for having this building. They were happy not only because they have the building, but because they had the feelings that they had brought some changes to our school.



From these outcomes, we can say that we have done 85% for the fulfilment of our change project.

7. Way Forward

- Trained students will train their classmates in the classroom as well as the new comers.
- Trained teachers will share the experience with the teachers who were not incorporate in the workshop.
- Hold meetings with teachers and headmasters of the neighbouring schools to share the experience.
- Students will express their ideas in posters and poems and put them up in the library.
- Organize leisure activities between teachers and students so that they can talk together and do things together in an informal environment in order to improve their relationship.

- Promote group and pair work in the classroom.
- Strengthen peer and group work in which good students help weaker students in and out of the classroom.
- Share experiences with other schools in our district.
- Make Quisse Mavota a role model for other schools to follow.

List of References

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Appendixes

Appendix 1 – Activities Plan For June 2013

TIME	ACTIVITY	MONITORING
03-07/06	Meeting with the Provincial director	
03-07/06	Meeting with the Districtal director	
11/06	Meeting with the teachers: 09:25- Morning shift 14:50- Afternoon shift Meeting with the school governing board at 11:00	
15/06	Meeting with the school council and the parents (8:00)	
19/06	Meeting with grade 11 students	

For August/September/October 2013

TIME	ACTIVITY	MONITORING
10/08/2013	Workshop with teachers on CRC, warm relations and good communication	Questionnaire
17/08/2013	Workshop with students on CRC, warm relations and good communication	Questionnaire and pamphlets
31/08/2013	Workshop with teachers and students to present the results of the questionnaires and open up for discussion	
14/09/2013	Drama presentation and recording	

05/10/2013	Drama (video) presentation to parents, school council, teachers and students and open up for discussion	
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Appendix 2 – Questionnaire for teachers

1. The Article 13 on Child Rights Convention states that children have the right to freedom of expression.
 - As teachers, how can you help your students enjoy this right in the classroom?
2. The Article 29 on Child Rights Convention states that the aim of education is” to prepare students for adult life as active members of society”.
 - As teachers, how can you prepare students in the classroom in order to develop skills which are necessary for adult life?
3. One of the basic pillars of CRC is participation.
 - As teachers, how can you encourage students to participate actively in the classroom?
4. The kind of relationship (good or bad) existing in a certain organization is observed by the way in which people interact and solve their problems in this organization.
 - a) How do you view the relationship at Quisse Mavota Secondary School? Why do think so?
 - b) What do you think should be done to improve the relationship at this school?

Appendix 3 – Questionnaire for students

Questionnaire for Students

1. What are the children rights and duties do you?
2. Give examples of the children rights and duties in the classroom
3. How can students build warm relationship and good communication with their teachers and classmates?
4. How can teachers help their students participate actively in the classroom?
5. One of the problems that the educational sector faces in our country is student’s achievement which is low.
 - What do you think should be done to improve student’s achievement at Quisse Mavota Secondary School?

Appendix 4 – Classroom Working Guide

During the implementation of the project building warm relationship between teachers and students in order to encourage student's participation in the classroom, the teachers and students after discussing in separate workshops, they decided to produce this present document. This document does not replace the school regulation but it is a guide to be used in the classroom. The document contains the following items:

1. Teacher's and student's rights and duties.

1.1 Student's rights

- Freedom of expression in and out of the classroom
- To enjoy the break
- Participate actively in the lessons
- To be respected
- Right to quality education
- Evaluate their teacher's performance

1.2 Student's duties

- Respect teachers and their classmates
- Arrive on time to the lessons
- Revise the lessons at home and do the homework
- Wear the school uniform properly
- Participate actively in every school activity

1.3 Teacher's rights

- To be respected by his/her students and other members of the school
- To receive comments from his/her students about his/her performance in the classroom

1.4 Teacher's duties

- Teachers should encourage their students to work hard and improve their grades and skills
- Teachers should not intimidate students
- Teachers should encourage group work in the classroom
- Teachers should give students opportunity to express their ideas freely
- Teachers should not call students bad names
- Teachers should hand back the test within 15 days.
- Teachers should encourage students to use and maintain the school and as well as the learning materials.

2. Ways of building warm relations and good Communication

- Ongoing open conversation between teachers and students.
- Respect each other (mutual respect).
- Friendship and cooperation between teachers and students.
- Teachers and students should be open and friendly.
- Teachers and students should have leisure activities together.

3. Ways of encouraging student's participation in the classroom and improving their achievements

- Stimulate and praise student in the classroom.
- Hold debates in the classroom about current issues.
- Avoid correcting student's mistakes in aggressive way.
- Correct all exercises in the classroom so that students can identify their mistakes.
- Design tests according to topics covered.
- Ongoing conversation about the importance of studies and the need to work hard.

Appendix 5 – Activity plan for the mentor's visit

TIME	ACTIVITIES	RESPONSIBILITY
Friday 04/07/2014	Arrival and Transfer to the Hotel Welcome Meeting with the District Director (At 2 O'clock)	Mentor and Batch 18
Sunday 06/07/2014	Network Seminar in Bilene	Mentor and Change Agents
Monday 07/07/2014	Visit to Xai-Xai	Mentor and Coordinator of the Network
Tuesday 08/07/2014	Meeting the District Director and Principals of Kamubukwana (In The Morning) Meeting at The Ministry of Education (At 1 O'clock)	Mentor and Batch 18
Wednesday 09/07/2014	Visit to Inhagoia Primary School (In The Morning) Meeting with Teachers And Students at Quisse Mavota Secondary School (In the Afternoon) Summing Up and Farewell	Mentor and Batch 18
Thursday 10/07/2014	Departure of the Mentor	Mentor

January 2014

Nwananga- National Network of Mozambique Network Seminar

TIME	ACTIVITY	RESPONSIBILITY
Sunday July 6th		
08:30	Arrival of participants	The network
08:45	Snack (fika)	All participants
09:00	Welcome and introduction of participants	The Network
09:30	Presentation of the programme and the purposes of the seminar	Mentor and the national coordinator
10:30	Presentation-Batch 07	Assale, Virginia and Matias
10:50	Presentation-Batch 15	Fernanda, Janete and Gilberto
11:10	Presentation-Batch 16	Gertrudes, Zavalá and Adolfo
11:30	Presentation-Batch 18	Dombo, Elias and Milagrosa
11:50	Presentation-Batch 20	Senda, Meneses and Cecilia
12:10	Summing up	Participants and the Mentor
13:00	Lunch	All Participants
14:00	Sightseeing	All Participants
15:30	Snack (Fika) Farewell and departure of participants	The Network

Maputo, January 2014

Appendix 6 – Invitation letter

14A046813

(Translation)

This is to certify that Mr. **ARTUR ARMANDO DOMBO** from MOZAMBIQUE has completed "Seminar for Headmasters of Primary and Secondary Schools in Anglophone African Countries in 2014" sponsored by the Ministry of Commerce and organized by Zhejiang Normal University from April 8, 2014 to April 28, 2014 in Jinhua, the People's Republic of China.

阿杜赫·安曼杜·多博先生来自莫桑比克，自2014年4月8日至2014年4月28日在中国金华参加了由中华人民共和国商务部主办、浙江师范大学承办的“2014年非洲英语国家小学、中学校长研修班”，特此证明。

二〇一四年四月二十八日

CHINA
PEOPLE'S REPUBLIC OF CHINA

中华人民共和国商务部
浙江师范大学
证书专用章

Ministry of Commerce
People's Republic of China
April 28, 2014

EMBAIXADA DA REPÚBLICA POPULAR DA CHINA

No.037/ SECOM /2014

Maputo, March 5, 2014

The Economic and Commercial Counselor's Office the Embassy of the People's Republic of China extends our best wishes to the Ministry of Education of Mozambique, and informs that the Seminar for Headmasters of Primary and Secondary Schools in Anglophone African Countries in 2014, will be held from April 8 to 28 in Zhejiang Province, China. The Ministry of Commerce of China, MOFCOM, is honored to invite one official to attend this seminar.

MOFCOM will bear the following costs for the participants:

1. Round-trip tickets (domestic trip excluded).
2. Lodging in China.
3. Three meals a day (alcoholic drinks excluded).

The following costs are to be borne by participants:

1. Excess luggage charge during international and local travels.
2. Post, telecommunications, network and hair-cut service etc.
3. Expenditure on arrival before the due date or on departure after it.

Please confirm the candidate and send the following documents to the Economic and Commercial Counselor's Office the Embassy of China before March 21, 2014, including: two photos, passport, registration form, visa application form and health examination report.

Address: Rua Beijo da Mulata, No.73 Sommerschild II, Maputo.

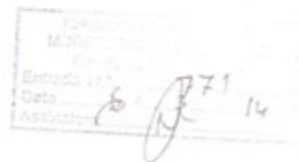
Contact official: Ms. Zhang Jingchan,

Tel: 21485454, Fax: 21490306, Email: mz@mofcom.gov.cn .

The Chinese Embassy avails itself of this opportunity to renew to your Ministry the assurances of its highest consideration.

To:
Ministry of Education, Republic of Mozambique
MAPUTO

Economic and Commercial Counselor's Office
The Embassy of China



Handwritten notes: 333, 03, 3025, 926

Namibia



Namibia had its first team in batch 2 (2004) and has in total had 11 teams and 32 change agents in batches 1-21 (November 2014) in the programme.

Level	Change Agents	Change Projects	Comments
National	3	0	
Region/Province/ District	13	0	
Local	16	11	

Table1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

Geographically the main part of the teams is from the North provinces. One team is from Karas province, and so far only one team is from the Center. The focus of the projects has emphasized all three Ps, provision, protection (bullying) and also to some extent participation.



Area: 824,292 km²

Population: 2,104,900 (est. August 2011)

Capital: Windhoek

Independence: 21 March 1990 (from SA mandate)

Official language: English

National Country Coordinators: Rod April in Windhoek (rod.april@moe.gov.na), Marthinus Hamutenya in Rundo North East regions (kudumo16@hotmail.com) Paulus Ilyambo in Eenhana North West regions (paulusiiyambo@yahoo.com) and

NAMIBIA

Positive Discipline: The big question of rights and responsibilities at Rundu Senior Secondary School in Rundu

Kingston Makoni, Regina Hausiku and Samuel Okome

1. Introduction

For children in many countries, corporal punishment is a regular part of the school experience; it is also a form of child abuse. Corporal punishment is deliberate violence inflicted on children, and it takes place on a gigantic scale. Legal defences for teachers who hit or beat children still exist in most countries of the world. Corporal punishment, however, has not been shown to be effective, especially in the long-term, and it can cause children shame, guilt, anxiety, aggression, a lack of independence, and a lack of caring for others, and thus greater problems for teachers, caregivers and other children.

One of the major reasons why corporal punishment persists is that teachers do not understand that it is different from “discipline.” While corporal punishment seeks to stop a child from behaving in a certain way, positive discipline techniques can be used to teach a child learn new, correct behaviours without the fear of violence. Another major reason is that teachers are often not taught why children misbehave and how to discipline them positively based on those behaviours. Many times, when a child feels his or her needs are not being met, such as the need for attention, he or she misbehaves. The frustration that a child’s misbehaviour causes, and a lack of skills to handle it, leads some teachers to strike out at their children and use corporal punishment or humiliating forms of emotional punishment.

This project is intended to help teachers, school administrators, and education officials to effectively manage students in the classroom by giving non-violent ways to deal with behavioural challenges positively and pro-actively. It presents positive discipline tools that are concrete alternatives to such punishment practices as caning, spanking,

pinching, threatening, pleading, bribing, yelling, commanding, name-calling, forced labour, and other even more humiliating actions.

Children come into this world helpless and unable to fully develop without teachers. As teachers, their job is to nurture them and to teach them how to live. This is no easy task. On some days, their classes are exciting, fun, and joyful places to learn for their students and themselves. On other days, they may feel tense and uncertain about their ability to do their job. Being a teacher is rarely dull; but being a teacher is also the most important work they will ever do.

We know how tough teaching can be. We also know how much you care for your students. But children don't come with instructions. Unlike parenting, you are responsible for many children at once, not just a few, and all are unique in many ways. They also don't always behave in the way you want them. It seems that just as you figure out what works with one class; they're gone, replaced by a new set of faces with a whole new set of joys and challenges.

All teachers should want the best for their students and should be concerned with fostering confidence in their abilities and raising their self-esteem. But when your students don't listen to you, refuse to do what you ask, defy or ignore you, it is easy to become annoyed and frustrated. When this happens, or better yet before, turn to this document for help. The positive discipline tools presented here are concrete alternatives to such punishment practices as caning, spanking, pinching, threatening, pleading, bribing, yelling, commanding, name-calling, forced labour, and other even more humiliating actions.

2. Frame of Reference

Namibia ratified and signed the Convention on Rights of the Child in September 1991. Article 144 of Namibia's Constitution states that, any international treaty or agreement that Namibia signs automatically become part of its laws. So, the education system in Namibia is in accordance with CRC and other human rights treaties and Namibia is legally bound to comply with its own and international legal instruments.

The ratification of the treaty brought with it the banning of corporal punishment in all schools. This ban was communicated to schools, mostly through circulars, abruptly with no or little information on the intent or purpose. In most schools, Principals simply announced during school assemblies that teachers were no longer permitted to institute corporal punishment to students. In majority of cases no discussions were done on the reasons for this ban or the responsibilities that came with it. As a result children in most schools simply interpreted it as the freedom to 'do whatever' they wanted, with no consequences for it. Most teachers were left 'frustrated and angry' with this new directive and as a way of maintaining discipline many resorted to different forms of negative discipline as a way of "behaviour correction". This includes,

sending latecomers back home, ask them to dig a big hole and later fill it back or make them stand in the scorching sun. Unfortunately, these alternative punitive discipline measures have not yielded any positive result in terms of school or class discipline. As a matter of fact, in most schools, there has been an increase in the number of bullying cases, children carrying weapons (knives or sharp objects) to school, absenteeism as a result of victimization and rise in cases of alcohol abuse. This deterioration of discipline in most schools has led some people to advocate for the return of corporal punishment as a way of bringing back “normalcy” in schools. Although there is significant variation from school to school, this trend cannot be ignored. Together these “problems” create obstacles that prevent our youth from achieving their potential and delay their valuable contribution to the nation at large.

Instead of dwelling on the merits and demerits of how CRC was implemented in Namibia, particularly in schools, this project intended to improve the implementation of CRC in terms of positive discipline. We intended to involve both students and teachers in the whole process, so that they feel part of the process and own it. The project supports the Positive Discipline model. This model is based on mutually respectful relationships at school in general and class in particular. Positive Discipline teaches educators, students and community members the skills necessary to create healthy interpersonal connections in an environment where each person’s contribution has meaning, is valued, and respected. A young student’s sense of community (connection or “belongingness”) at school increases academic success and decreases socially risky behavior. This sense of connection or ‘belongingness’ can only be created when one feels s/he is part of a system through participation. There is overwhelming evidence that young people who see their teachers as both kind (supportive/responsive) and firm (demanding) have more success socially and academically. It is for this reason that this project will bring students (class captains of grade 8,9 and 11) School Representative Council and their class teachers together so that they formulate class rules that create a class connection or belongingness between class teachers and their students, whilst demanding responsibility in return.

3. Purpose

The purpose of our project is to improve the implementation of Child Rights Convention in relation to positive discipline at Rundu Senior Secondary School.

This is considered a pilot project because our aim is to start working with grade 8, 9 and 11 students and grade teachers in formulating class rules at the beginning and, gradually progress in future to the formulation of school rules involving all the student body thereby building warm relations, good communication and freedom of expression which will promote the sense of connection and “belongingness”.



4. Methodology (Activities)

In planning activities for this project, we targeted classroom captains of grade (8, 9, and 11) and class teachers of grade (8, 9, and 11) as well as School Representative council. We targeted these groups because we realised that this was going to be a two year program and there was going to be no use in involving grade 12 students, who only one school year of schooling left. While it could have been prudent to involve everyone in the targeted classes, it was impossible due to time and resources available. As a result, we decide to involve class captains and teachers, with the idea that that they were going to share the knowledge gained with their counterparts. Below is a summary of activities carried out with each target group.

A. Seeking approval from educational authorities

The first activity was to seek approval of the project from the school authorities at Rundu Senior Secondary school as well as the Regional Education authorities.

B. Workshop with SRC and Class captains

In these activities students explore the idea that people's basic needs are considered rights, and see the link between rights and responsibilities:

- demonstrate an understanding of basic personal and family needs and learn how basic needs are met
- demonstrate an understanding of the need for rights and responsibilities, e.g., need for protection and respect

- identify the physical, interpersonal and emotional needs of healthy human beings (Healthy Living)



Activity 1. THE RIGHT TO WHAT?

1. The facilitator introduces the concept of children’s rights, and the class brainstorms a list of rights they think children should have.
2. The class compares their list with the cards, and adds any new ideas to their list.
3. The class compares their list with the summary of the UN Convention on the Rights of the Child

Activity 2. RIGHTS, WANTS OR NEEDS?

1. In pairs, students sort a set of 20 cards into the following categories:
 - MOST IMPORTANT
 - IMPORTANT
 - LEAST IMPORTANT
2. Each pair joins another, and decides which the 6 most important cards are.
3. Groups share their list of most important cards with the class.
4. The class discusses:
 - Was it difficult to select some items over others?
 - How did you decide which items were most important?
 - What is the difference between “wants” and “needs”?
 - Why would some “needs” be protected as rights?
 - Do all children have these rights met?
 - What other rights do you think children should have?
 - What can be done to ensure children everywhere have all their rights met?

Activity 3. RIGHTS AND RESPONSIBILITIES

1. Complete Activity 1 or 2. Keep the cards that have been designated as “rights” rather than as “wants” for use in this activity.
2. Explain that with rights come certain responsibilities.
Example: The right to “opportunities to share opinions” corresponds to a responsibility to “express opinions in ways that do not harm another’s rights”.
3. In pairs or small groups, students write and illustrate on a blank card a responsibility they think goes with each right card.
4. Pairs or groups exchange rights and responsibilities cards. Each group tries to find a match between each right card and a responsibility card. Alternatively, the teacher collects rights cards and responsibilities cards, and gives one right or responsibility card to each student. Students move around the room, forming pairs to match a right to a corresponding responsibility.
5. The workshop discusses responsibilities for both rights bearers (students) and duty bearers (school authorities)

Conclusion

As a conclusion to these activities students were asked to formulate rules in their own classrooms, which will hold them accountable to their responsibilities as students. These were to be shared with their teachers.



C. Workshop Class teachers

A workshop with teachers was a reflective one, with case studies like the one below and teachers needed to reflect on appropriate disciplinary measure.

The Case of Ramon*

“I’m not going to that man’s class! I don’t have to do what you say!”
 “I’m not even supposed to be in this class; my momma says I’m supposed to be in a special education school. They said I’m learning disabled and have ADHD, whatever that is.” [ADHD is Attention Deficit Hyperactivity Disorder.]
 He runs down the hallway bumping into other children and teachers, walks into the classroom in the morning stating what he isn’t going to do, and yells or runs around the room whenever he feels like it. He calls classmates members of the “dumb club” and swears other sixth graders are committing acts that I hadn’t even heard of until I was in my third year of high school. ... This is my homeroom student, “Ramon.” I feel angry about his behaviour. I’m tempted to hate him, but most of all, I’m frustrated with him, my lack of skills, and the system. ... I left school that day in tears, sick to my stomach because of this child.

*This case study is adapted from the diary of Ellen Berg, a language arts teacher in Turner Middle School, St. Louis, Missouri, USA.

What Would You Do?

Ramon’s case, though to an extent extreme, is not uncommon. Virtually all of us have experienced students who have challenged our authority or who have disrupted our classes and upset our students in many ways. Ramon is in desperate need of discipline, but what alternatives are there?

Reflection Activity: How Were YOU Disciplined?

Think back to when you were in primary school. If you or one of your classmates had misbehaved like Ramon, what disciplinary methods would, or did, your teachers use? Write these methods down in the table below. Then, write down how you felt about these methods, as well as whether or not you thought they were effective in the long-term. How do you think the child felt? Did you see or experience a lasting change in behaviour?

Next, ask yourself, “If I had a student like Ramon, what would I do, and why?” Do you think it would be effective in stopping future misbehaviour? Write your thoughts down as well. Are your methods similar to those of your teachers?

	Disciplinary Method	Why was this method used?	Was the method always effective, especially in the long-term? How did the child feel?
<i>Your Teachers’ Actions</i>			
Your Actions			



Feedback on the Activity

In completing the table above, it would not be surprising if many of you answered “To punish the child for misbehaving” or “to stop his misbehaviour” under the column on “Why was this method used?” Likewise, under the last column on “Was the method always effective, especially in the long-term?” many of you – if you thought long and hard – probably answered “No”. Sooner or later, the same child misbehaves again, often in the same way. Why? The answer lies in the difference between punishment and discipline.

Conclusion

What can you do together with your class to make sure that you do not punish your students but you discipline them? How can you involve them in this process?

B. Formulation of classroom rules

Each class captain was tasked to work with their class and class teachers in formulating classroom rules. All classes formulated these rules and were forwarded to the team. The team then compiled the formulated rules and shared them with the school authorities. The implementation of the class rules faced a number of challenges, which will be discussed under “Discussion and Reflection” section.

5. Results

- Learners feel that there is a platform for them to relate to.
- Better communication was established between teachers and learners.
- Some of the classes are using the rules.
- Some classes are still using the disciplinary book.
- The school authorities felt that the project threatened the status quo at the school.

6. Discussion and Reflection

For every pilot project there are always challenges that are encountered either during the process or at the end of the project. Will highlight more on the problems faced during the implementation process. From 21-25 July 2014 the group had a workshop with the teachers and after we departed a week after the school experienced an incident where the SRC chair person was found under the influence of alcohol. This is against

the school rules. The management dealt with the situation by calling him to the office but unfortunately the kid rejected claiming that it was his right not to talk to them in reference to what they were taught about child's rights by the change agents. The management felt the project was empowering learners not to listen to them. In the process of making the planned rules approved by the school management so that the whole school utilise the rules formulated by the learners with the teachers in the supervision of the change agents. After the incidence the change agents received a letter from the management requesting the change agents not to carry on with the project because they were misunderstandings from both sides and the school management felt they didn't own the project because all change agents were not teachers at the that school.

Despite the request to discontinue the project, the change agents negotiated to have a meeting with the management to iron out certain issues. The meeting took place on the 1st of September 2014 where the management considered our request though they were not totally convinced. After all the effort of negotiating, learners didn't turned up on the 2nd and 3rd of September on the follow up workshop with the change agents and the mentor's visit.

Furthermore as change agents we have learned that there were no proper communication from both parties and this is one part that needs improvement in the future and there was lack of support from the management. For the project to be effective the management, learners and change agents need to work as a team.

7. Way Forward

Team members are to integrate into their regional network and continue to participate in their various projects. For example;

- Regina to work with other change agents in Rundu
- Kingston to work with other change agents in Windhoek
- Samuel to work with other change agents in Ondangwa

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South Africa



South Africa had its first team in batch 3 (2005) and in total 10 teams and 29 change agents in batches 1-21 (November 2014) in the programme.

Level	Change Agents	Change Projects	Comments
National	2	0	
Region/Province/District	16	0	
Local	11	10	

Table1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

The Child Rights programme has taken place in 3 of the 9 provinces in South Africa: Gauteng and KwaZuluNatal, but first and foremost in Free State, where the teams have been composed by officials from Values in Education and principals. The implementation of CRC has focused on problems with drugs, sexual abuse, corporal punishment and infusion of CRC in school policies.



Area: 1, 219, 090 km²

Population: 54, 002, 000 (est. July 2014)

Capital: Pretoria (admin), Cape Town (leg), Bloemfontein (judicial)

Independence: 31 May 1910

Official languages: Afrikaans, English, Ndebele, Pedi, Sotho, Swazi, Tsonga, Tswana, Venda, Xhosa, Zulu.

National Country Coordinator:

Rapuleng Matsaneng (in Bloemfontein)
matsaneng@edu.fs.gov.za

SOUTH AFRICA

Project Title: Improving Parental Involvement in School Activities

Patrick Selebogo (Eddy) Dithebe, Alinah Mookho (Mamiki) Mohapi and Abraham Mokati Ntho

Introduction

Article 18 in the Convention on the Rights of the Child makes a clear statement supporting the primacy of parents that, “Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interest of the child will be the parents’ basic concern. However the state shall use its “best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child”.

It is recognised that parental involvement is a key factor in the enhancement of childrens’ achievement and well-being. Learners are more likely to be motivated, to earn higher grades, to have better behaviour and social skills, and to continue their education to higher level when their parents are actively engaged and involved. It is equally important to recognise that parental involvement could take many forms:

- Serve in School Governing Bodies(SGB)
- Volunteer for school activities such as National School Nutrition Project (NSNP)
- Make sure that there’s a quiet place set aside for learners to do their homework.
- Help their children with homework and ensure that they complete the school work.
- Attend meetings with teachers and express high but realistic expectations for achievement.

- Monitor out of school and classroom activities.
- Coordinate their efforts with teachers to encourage acceptable classroom behaviour.
- Model the value of learning, self-discipline and hard work.

Parental Involvement in school and positive parent-teacher interaction, have been found to positively affect the teachers' self-perception and job satisfaction.

Frame of Reference

Parental involvement in our schools is not up to the desired standards. Very few parents take part in the school activities and many of them stay at home and do not bother to go to school. This is in contravention of Chapter 3 of the South African Children's Act, Act 38/2005 Section 18(2) which states that parental responsibilities and rights that a person may have in respect of a child, include to:

- Care for a child
- Act as guardian of the child.
- Maintain contact with the child.

Country and Regional Strategies

The establishment of the Quality Learning and Teaching Campaign is aimed at the participation of the parents in the decision making at school. This is however, not working as most parents do not attend these meetings.

Values in Education sub-directorate is targeting parents to make them aware of the values enshrined in the Constitution, the rights and responsibilities of learners and how they can take part in the education of their children.

The following CRC articles reflect on parents' responsibilities with regard to the rights of the child:

Article 5

State parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

It provides the Convention on the Rights of the Child with a flexible definition of "family" and introduces two vital concepts: parental responsibilities and the evolving

capacities of the child. It also signals clearly that the Convention regards the child as the active subject of rights, emphasizing the exercise “by the child” of his/her rights. The preamble upholds the family as the fundamental group of society and the natural environment for the growth and wellbeing of all its members, particularly children. According to Article 6(2) state parties shall ensure to the maximum extent possible the survival and development of the child. The South African government is providing the following for children:

- Grants
- Feeding at schools
- School Uniform to needy learners.
- Free basic education

Free Medical Health Services

In the South African Constitution, (Act 108: Chapter 2:28 (1)(b) of 1996, the following is also proclaimed:

“Every child has the right to family care or parental care or to appropriate alternative care when removed from family environment”

SA Constitution; Chapter 2:28(1)(f); “ every child has the right not to be required or permitted to perform work or provide services that (ii) place at risk the child’s wellbeing, education, physical or mental health or spiritual, moral or social development.

It is in this context that we deem it necessary to improve parental involvement and cooperation for conducive learning and teaching environment in the best interest of the child. Our responsibility as change agents is to ensure that all parents take an active role in the education of the child.

Baseline

The project has been conducted in two different schools, one primary school (Matla) and one secondary school (Ntemoseng). When the project started the situation was similar in the two schools. Most parents did not take an active part in the learning of the learners. When they were called to meetings, they would not come and others would cite many reasons. Male parents were stereotype of the fact that only female parents were responsible to attend to their children’s education.

Matla Primary School

Matla Primary School is in the Free State Province in Bloemfontein. Before the project few parents took part in the normal learning and teaching of their children. They were expected to come to the school on the following occasions:

- When called by the teachers if the child has misbehaved.
- When the teacher wanted to discuss the academic progress of the learner.
- When there was a parents' meeting.
- When important days were celebrated.
- When they were expected to assist with school activities.



Parents and stakeholders meeting in partnership with Woolworths Trust

Phase six is a semi-rural area where it is established as an informal settlement. It is an area where there is high rate of unemployment and poverty. The community here is dependent on the Government grants as well as the NGOs. The distance that some learners have to travel between the school and home is about 3 km.

There are 1 800 learners as well as 560 staff members. Many learners come to school hungry, without shoes and not properly dressed in school uniform. There is a high failure rate of learners as they do not get enough support from parents. Teachers need the support of parents on the following:

- Deciding on Curriculum and language policy.
- Discussing academic progress.
- Taking crucial decisions.
- Nutrition of learners.
- School activities.

Ntemoseng Senior Secondary School

Ntemoseng Senior Secondary School is in the Free State province in Botshabelo. Botshabelo was once a part of homeland system (QwaQwa). The area has employed and unemployed people so are the parents of learners. Some learners are having parents while others are orphans who are living with guardians, very few are living on their own. The school has grades 8 to 12 with the current enrolment of 384 learners, 26 teachers and 9 support staff.

The school involve parents in its activities such as general parents meetings, fund raising, and learners' progress report meetings. Before the project started only few parents and guardians attended these meetings and as such the school was unable to ensure best performance of learners without the support of the parents / guardians. The school invited parents / guardian to meetings through invitation which were given to learners, who were expected to give them to their parents.

The school has National School Nutrition Programme, free Learning and Teaching Support Material and it is a non-fee paying school. This shows that the government is fully committed to provision and protection.

The school has the School Governing Body which was elected by the stakeholders, the Representative Council of Learners which was elected by the learners. Two learners are part of the School Governing Body. This also shows the government's commitment to ensure participation of stakeholders, i.e. learners taking part in decision making in the School Governing Body.

The school was established in 1984. It went through changes from high performing school to non-performing school. The current situation is that the school is changing towards a performing school looking at the results from 2011 to 2012.

The school will therefore be a performing school if all parents / guardians could be involved in the learning of their children.



Parents meeting discussing childrens' rights at Ntemoseng High

Purpose

To improve parental involvement and their cooperation for conducive learning and teaching environment as outlined in the CRC.

Target Group and Stakeholders

Even though our focus targets were parents, we are also working with learners, educators and other stakeholder's such as:

- School Based Support Teams
- Group 4 security
- Amalgamated Bank of South Africa
- PEP store
- Woolworths
- Food and trees for Africa

Activities and Results

Information about the project

After our visit to Sweden a meeting was secured with the Director of the District and the District management team, educators, School Governing Bodies, School Management Teams and Representative Council of Learners to:

- Give feedback on the project.
- Seek support from all stakeholders.
- Table the project plan.

Solicit permission to pilot the project in the two schools.

Result

The project was accepted by everyone and they pledged their support.

Training and Information about CRC to Parents, Learners and Educators

A workshop was conducted in each of the two schools whereby 87 educators, 20 RCL learners, 20 Grades representatives and 22 SGB members were trained on child rights.

300 Parents were trained on Win-Win Parenting which is a departmental programme that equips parents with skills on how to treat and win their children; this training was done in partnership with the Department of Social Welfare.

- 25 parents at Matla Primary were trained on a 2 weeks program called New Start; which is a programme that develops parents on ways of dealing with children who have moral, behavioural and sexuality problems.

Result

- Learners are not only aware of their rights but also their responsibilities and the effects that come with parents who are not supportive. They display their understanding of their rights through role plays and talking and making parents aware of their rights and asking for their parents' support.
- Parents who attended New Start programme were awarded certificates and are now regarded as Ambassadors who garner support for the school from other parents and also market the school.
- Matla School went further by approaching Department of Health to sponsor them with raincoats for learners who absent themselves from school when it rains.
- Parents have volunteered to clean the learner's classrooms so that they can learn in a clean child friendly school.
- There are effective vegetable gardens in both schools that feed needy learners.

These gardens are taken care of by parents from the school. They were sponsored by Woolworth, Edu Trust and Amalgamated Bank of South Africa. There are 4 parents who are assisting with the garden at Ntemoseng, Matla had just one parent assisting in the garden but after a meeting with Matla parents the number was increased to 9. The reason for Ntemoseng to stick to 4 parents is mainly for control purposes but in future they will increase the number after getting more gardens where learners will also be taking part. The school is also benefiting financially on the food garden by selling the vegetables to the supplier that supply vegetables for the school. The garden also contributes to feeding grade 12 learners in the camps.



Vegetable garden at MatlaPrimary.



Learners at Matla starting a vegetable garden

- Girls are provided with sanitary pads donated to the school by the Department of Health and Social Development
- Group 4 inmates have contributed learning and library material at Matla School

New ways of inviting parents

- The schools came up with new ways of inviting parents whereby invitation letters were written to parents, they were expected to sign a form as an acknowledgement of receipt of the invitation. Other than that they were sent sms's on their cellphones and driving around in a car with a loud hailer reminding them about the meeting.

Result

- Parents turned out in numbers to meeting because they are impressed and happy about the work done by educators.
- Parents are now voluntarily training school majorettes which performs for parents during parents meetings.
- Meeting programmes for the quarter were issued out on time to make them aware well in advance about the meeting.
- Learners were able to accompany their parents to meetings and sit one on one with their educators this has strengthened parent- learners and teacher relationship in the two schools.
- Schools introduced Home work meetings where learners' problems were discussed and addressed at an early stage.

- Parents volunteered to supervise learners during evening studies at Ntemoseng and they rotate by taking turns from Monday- Thursday
- Learners sit with their parents when they are given feedback on their academic performance and in that meeting the Head of Department explain to parents on how to assist their children with their school work.
- Learner's behavior and performance has improved and learners are able to express themselves with confidence.
- Educators are no longer focusing on disciplining the learners but they are curriculum – oriented (Ntemoseng).

Parents took the initiative in Matla School to form part of Community Policing Forum that patrols the school every night to protect the school property as well as the building material used for building the school hall.

Measures to strengthen children's participation

20 representatives Council of Learners were trained on Child Rights with more emphasis on parental involvement and Constitutional values and 6 learners were trained as change agents of Ntemoseng High School. These learners are assisting the school and the RCL with the promotion of child rights whereby prior to parents meetings they moved around classes to encourage and motivate other learners to encourage their parents to attend meetings.



Recognising excellence at Ntemoseng High School.

- Matla Primary has started with Grades representatives who are forming Matla Primary School Council headed by 2 teachers in the school. This is a way of developing and equipping them with leadership skills and to strengthen their participation in decision-making.

Result

- Change agents at Ntemoseng are actively involved in promoting the Rights of learners they can even role play the rights and responsibilities

Matla Primary School Council is fully functional and they are assisting the school with maintain order, helping needy learners and making them aware of their rights. These learners are assisted by Mr. Mafoyane and Ms Hlalele. They also address parents during parents meetings about their rights.

National School Nutrition Programme (NSNP)

Both schools have NSNP; this is a programme that was initiated by the Department of Basic Education to feed learners. In the past the service providers will bid for the tender and the winning service provider will appoint people who will feed the learners according to the prescripts of the NSNP irrespective whether the parent had a child in that school or not but after the CRC in Sweden things have changed in both schools

preference is given to parents whose learners are attending at the particular school to feed learners and they are also given an opportunity to supply food to the schools.

Result

There are 8 parents from Matla and 4 from Ntemoseng who are cooking and feeding learners.

Cooperation with Sponsors

The project does not only focus on parental involvement but both schools are also securing sponsors to assist them in ensuring that parental Involvement and learner performance is improved in both schools. The following sponsors were secured:

Woolworths Trust (**Vegetable garden**)

Food and Trees for Africa (**Trees**)

Amalgamated Banks of South Africa (**Vegetable gardens and seeds**)

Pep Academy (**Academic Intervention Strategy**)

Group 4 (**Library material, desks and cleaning of school**)

South African Social Security Agency (SASSA) donate school uniform to needy learners

South African Democratic Teachers Union (SADTU) donated shoes

University of Free State (UFS) (**Academic Intervention strategy**)



Pep academy sponsoring learners for good school attendance

Discussion and Reflections

The programme on Child Rights Convention has achieved its initial objectives of parental involvement, child rights awareness to all stakeholders, learners' performance and the integration of child rights in school curriculum and school policies through participation, provision and protection. (3 P's) To mention a few such as:

- Improved Learners' Participation and Performance
- Strengthened family relation
- Well attended meetings
- Voluntary parents' participation.



The Principal of Matla Primary reinforcing Child Rights

It must be noted that even though the project has achieved its objectives there are still some of the parents who are still not eager to be involved in school activities thus affect their involvement/ participation as well as learners performance in the school.

It was also not an easy task to perform both at a personal, professional and organizational level.

Personal Level

CRC has broadened our skills, knowledge, attitude and experience. The project changed us as change agents through contact sessions with our facilitators as well as other change

agents during our visit in Lund University and Ho Chi Mi City in Vietnam as well as the interaction we had with our mentor Bodil Rasmusson who took time to understand each one of us.

As change agents we had to understand one another, and realize the strengths that each change agent had, and support each others' weaknesses. We realized that even though our group was so diverse we had only one thing in mind that is TEAM work and that we are a FAMILY.

Professional Level

It is always not easy to work with other people especially when you are used to your own space. It will not always be easy to introduce a new concept on people who do not have the same experience, knowledge, values and understanding that one had, but as Change Agents we supported each other, trusted and realized each others' strengths in report writing, interactions and presenting the change project to our target groups.

Despite the obstacles we faced as a team, the project continued because of the trust we had on each other. We furthermore learned that if we have trust amongst ourselves even though we are working in different workstations we should communicate in whatever way. However we have learned that together we can do and achieve more through unity and team work.

Way Forward

After deliberations with our target groups as well as our sponsors we agreed on the following:

- Broaden the project to neighbouring schools and train other change agents who will assist us roll out of the project to other schools.
- Regular feedback to the MEC and authorities on the project.
- Strengthen the network with other change agents both internationally and locally.
- Have quarterly feedback meetings with parents and other stakeholders to discuss progress.
- Strengthen parent-learner-teacher relationships.
- Hold meetings with professional working groups.
- Continue to strengthen children's participation in the two schools.
- A monitoring tool has been developed to monitor the progress in the two schools.

Uganda



Uganda had its first team in batch 4 (2006) and in total 13 teams and 39 change agents in batches 1-21 (November 2014) in the programme.

Level	Change Agents	Change Projects	Comments
National	13	0	
Region/Province/District	16	3	
Local	10	10	

Table1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

Geographically most of the change agents are coming from the area around Kampala. The projects are rather widely spread as to areas focused. Many projects are working with participation in a very concrete way, where the children are participating also in creating learning materials in different ways. This has also been introduced in the teacher education. These projects have been very successful as the result can be experienced so clearly.



Area: 241,038 km²

Population: 36,600,000 (est. July 2014)

Capital: Kampala

Independence: 9 October 1962 (from the United Kingdom)

Official languages: English, Swahili

National Country Coordinator:

Stephen Mukasa (crccoalition@yahoo.com, or mukastev@myway.com)

UGANDA

Enhancing tutors'/Teachers' Competence in Use of Rights Based Pedagogy to Promote the Children's Right of Participation

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1. Introduction

Right-based pedagogy (RBP) is deemed prime in the pursuit of quality education and balanced child development. Hence, the Convention on the Rights of the Child (CRC) demands States Parties to ensure that all children have access to services such as education and health care; can develop their personalities and abilities to the fullest potential; grow up in an environment of trust, love and understanding; are informed about and participate in achieving their rights in an accessible and active manner. There has been notable progress in the adoption of CRC in European countries like Sweden and Ireland. Conversely, children's rights are still subject to contentious debates in many African nations. Since Uganda ratified the CRC in 1991, there are recognizable gaps between her international commitments and the practice in schools in terms of cultural norms and pedagogical practices. It was essential to study the socio-cultural norms of schools and classrooms and to empower teachers with skills and attitudes to apply child rights-based pedagogy so as to increase learner participation, as a means of promoting child rights through education and ultimately influences practices at home.

The change project was divided into two phases: phase I was a survey aimed at understanding the socio-cultural norms and attitudes that influence the child's right to participate in learning, knowledge application and transfer, so as to inform phase II interventions meant to enhance teachers' skills in the use of right-based pedagogy to increase child participation in learning and knowledge application. The report constitutes findings of phase I (survey) and the interventions made to influence practice.

2. Frame of Reference

Uganda is a land-locked country located in East Africa. Uganda's latitude and longitude is 1° 00' N and 32° 00' E. It is bordered by five other countries: Southern Sudan in the north, Kenya in the East, Tanzania in the South, Rwanda in the South West, and DRC Congo in the West. In area Uganda covers over 236, 000 square kilometers, making it the 81st largest country of the world. However, her population is estimated at 37 million (2013), of which over 78% are eighteen (18) years or below. The 2012 estimates indicate that the birth rate (45.8/1000) is higher than the death rate (11.6/1000), placing Uganda's population as the 38th largest of the World. Inevitably, the large population poses high pressure in terms of resource distribution to all sectors including education. Uganda does enjoy some natural resources and advantages but it is by no means resource-rich. Uganda's latitude and longitude denominations provide her with a climate that is typically tropical. Rains are abundant with occasional dry seasons. Her fertile soil and regular rainfall mean that agriculture is the most important segment of the economy though not exploited fully due to bookish teaching aimed at passing examinations. This has led to perpetual economic dependency as external aid ranges over 40 percent of Uganda's gross domestic product. The expenditure on education is often lower than that of other sectors; in 2009 it was at 3.2% of the national GDP.

Uganda's education system from Kindergarten to university follows a 3-7-4-2-3 structure, having a normal child spend 19 years (at least) and 21 years (at most) in school. For this reason, education is the most excellent yardstick against which to implement and judge the rights of the child, Garant (2000/6). Uganda is striving towards her educational targets towards equitable access and quality but high dropout rates are major threats to equity. Ill handling of pupils is one of the unpronounced reasons for school drop out. Nevertheless, there are calculated legal steps to bettering the situation.

2.1. Enabling Laws and Policies

The above issues notwithstanding, the Government of Uganda has made steady ways to contribute to the quality of education through her supportive policies, though they are not fully implemented due to scarcity of resources and absence of good will. For example, the Convention on the Rights of the Child (CRC) is the first legally binding international instrument to incorporate the full range of human rights: civil, cultural, economic, political, and social rights. Uganda was among the first counties to ratify the CRC in 1991, hardly a year after its adoption by the UN assembly in 1989. The CRC is based on four principles: non-discrimination; best interest of the child; the right to life, survival and development; and respect of the view of the child (Wickenberg et al, 2005).

Articles 12 and 15 of the Convention on the Rights of the Child (CRC) give children the right to actively participate in all matters that affect their lives and to express

their opinions freely and to have their views heard and given due attention, (Verhellen, 2012). Uganda has translated it into laws and policies to facilitate its implementation.

Some of the policies include the Children's Statute and the Children's Acts (1992; 2003); the legal documents which interpret the CRC and clarify the laws and procedures on child matters in Uganda, which have led to establishment of Early Childhood Development (ECD) contact persons at regional level and commissioner at national levels respectively; the Ugandan Education sector ECD policy (2007) which streamlines provision of quality education during the first early years of life and clarifies the roles of different players in the provision of unified early education based on pedagogical and socio psychological principles of child development, (MoES, 2007); the child labour policy adopted in Child Labour Forum of 2006. Other interventions include: UPE thematic curriculum, meant to enable children learn in local languages till P.3, as a way of increasing their participation; the banning of corporal punishments (2010). and providing alternative of ways of enhancing positive discipline; the Special Needs Education (SNE) Policy, which emphasizes inclusiveness; the child labour policy (2006) protects children from harmful and exploitative labour. Over and above these major legal and policies, there are general frameworks like the White Paper, (1995); and the education act (2008). The non-formal legal frameworks based on and driven by traditional values of shared responsibility for the wellbeing of children were in place. The policies provide a supportive legal framework for the project.

However, there were still gaps in regard to listening to children's voices and developing justice systems for child involvement within home and school structures, (ANPCAN, 2012). The formal and informal structures are not yet well integrated. Functionality gaps also exist in terms of limited capacity within the system (technical skill and resources). Hence child abuse and neglect are still a threat in Uganda. (Kabogozza, 2012). Activities on the ground concentrated on two Ps, that is, provision and protection but had paid less attention to the right of participation. Unicef, (1997) affirms that without the participation rights being negotiated, it is difficult to develop life skills.

2.2. Challenges and Gaps Inhibiting Quality Right-based Education Provision

Despite these educational achievements curriculum implementers sustain significant challenges. The first one is the existing gap between policy and practice, which necessitates the need to make principles and provisions widely known to both adults and children, preferably through education. Implementation of some policies like ban of corporal punishment, child labour and inclusiveness is done with reservation. The popular argument is that Western CRC best practices may not be consistent with the Ugandan socio-cultural norms.

Another one is the unanswered question about quality. There is substantial evidence that primary pupils' attainment in the basic subjects like literacy continue falling

(MoES, 2006; SACMEQ studies; Oxfam/African Network Campaign on EFA n.d.; Heneveld, 2006; UNESCO, 2006; UNEB 2009-2013); and poor methodology is cited as one of the contributing factors. Low reading ability reduces child participation in learning activities and ultimately leads to drop-out. For Uganda to realise quality education provision for all children irrespective of their backgrounds, teachers need to employ methods that respect their right to participate, take responsibility, appreciate and apply knowledge.

In Uganda, promotion of children's rights is influenced by the socio-cultural environment. To-date, adults in Uganda still have mixed perceptions about children's rights, based on beliefs and attitudes. All previous initiatives to introduce and sensitize masses about children's rights have put less emphasis on the children's responsibilities and adult sensitisation and *skilling* to enable them understand the meaning of the rights within local context and ably implement them. Child-friendly schools (CFS) put emphasis on inclusiveness, access and equity but not on methods, socio-cultural norms and beliefs that influence individual participation. The right of participation assigns children responsibility to contribute to their learning and developmental needs and community progress, which socio-cultural norms often subdue. Uganda has 52 tribes, each with a unique culture. Diverse cultural backgrounds imply different child rearing practices and cultural norms, reflecting a sharp contrast with the Western practices. While Western culture generally values and rears girls and boys equally, many cultures in Uganda give preference to male children and portray gender-gaps in treatment offered. Society's reactions to girls, turns being female to adversity, (Montgomery, 2007).

An ordinary classroom in Uganda is characterized by harsh discipline, blind compliance, paper-pencil exercises, which encourage cram-work, less of skill and attitude development. Classroom experiences reveal that life skills and competences are simply stated in the lesson plans but there are no practical activities to deliberately pursue them. The learning process is haphazard and teachers have abandoned the role of nurturing. Reversing the trend to have a participatory living curriculum was our goal. The project set out to retool the teachers with child-friendly, democratic and practical pedagogy that provides for the children's choices, respects their voices and protects their right to participate in community development by translating knowledge into simple actions and develop children's responsibilities through positive discipline.

Quality education is all-inclusive and enables every individual to realize the unique potential endowed by nature. It develops talents, gives a relevant balanced body of knowledge, develops skills, nurtures values and attitudes and breeds a complete individual with multi-dispositions to function and contribute to the improvement of his or her life and also influences the lives of others. There was need to shift from methods that promote permanent dependency to those that empower children to participate actively, think critically and live what they learn.

2.3. Teacher Education as Quality Component to Participatory Learning

The change project focused on sharpening teachers' skills because Teacher Education plays a central role in achieving national development through education (Agumba et al. 2009; Razafimbalo, 2009; Jamil, et al. 2009; Oyenike, 2011; Tilak, 2011). Unfortunately, many teachers in Uganda like in many developing countries seem not to be well versed with effective use of various methods learnt during pre-service training to facilitate learning. Much emphasis should be given to the provision of continuing professional development opportunities, (Iffat and MacLeod, 2009) keep abreast in the face of the complexity of advanced by the global village. For children to live successfully, in contemporary society, their teachers must acquaint themselves with the skills for today's business, (Bishop, 1982). Beginning and practicing teachers ought to collectively adapt to and learn about their new roles, (Schwille, et.al. 2007).

Teaching practices in every society occur in accordance with the cultural norms of the society. Bishop (1982) acknowledges that an educational system goes astray when it has no relevance to society. As a replica of society, the school, through the curriculum must seek to preserve and transmit the cultural heritage of its society. By its norms, the school has a task of inculcating in the child the traditional values of the past which will add meaning to much of his/her life. Schools and homes share a common value of preservation of culture. Traditional norms continue to live through teaching customs, traditional songs, dances legends, and childrearing practices despite the fact that many societies have been modernised, (Ferrari, 2002).

The social context where education occurs affects learner participation. Educators aim at fulfilling their responsibilities guided by the beliefs that are common in communities. Until now, a big percentage of our society and culture has encouraged parents and teachers to hold harmful beliefs like spare the rod and spoil the child (the biblical rod signifies effective discipline, which is positive and constructive, Unicef, n.d.); instilling fear in children to safeguard respect; children should not question authority; no pain, no gain, (MoES, n.d.). Adults inherit the beliefs under which they have been nurtured. Many adults have grown with the belief that best learning occurs in harsh conditions. Parents and teachers believed in tough love for fear of 'spoiling' their children and loss of authority, (MoES, n.d.). An interpersonal climate that conveys a sense of willingness, trust, care, and support (Bakundana et al., 2007) tends to motivate and build learner's confidence to engage in challenging activities.

Several earlier initiatives introduced children's rights but did not emphasize their responsibilities making children reckless, disrespectful and 'untameable'. Prior efforts to promote child rights ignored adults' negative beliefs and attitudes towards CRC. Family and school conflicts involving children often emerge due to the inconsistencies between cultural norms and child rights. The best way to teach children about their culture is by helping them to understand how traditions enrich their lives in a manner that respects and preserves their dignity, (MoES, n.d.). The right to participate is a suitable channel through which children develop responsibility, to respect their cultural heritage.

The change agents considered it essential to strike a balance between child rights and traditional cultural norms and values by emphasizing children's responsibilities as a sure antidote to the resistance exerted towards child rights. The most effective way to 'market' child rights was to repackage the content so as to sail within the context of the societal norms and beliefs.

2.4 Projects Done by Previous Batches

Batch 16 reviewed the project reports of the first cohorts so as to find level and focus for theirs. Reviewing the work of previous batches enabled us to identify areas that were not addressed but also to strengthen what our predecessors had started on. The previous projects were as follows: The role of SMCs in provision of child rights (17); Solid waste management (15); literacy as a means of enhancing child rights; (13); activity/resource-based learning (11); raising awareness on CRC among teachers (10); Need for providing lunch (9); child participation in CRC (8); corporal punishment (5) raising awareness about CRC- quality education through various stakeholders (4). Through WSA, we integrated the work of several batches by enacting the ideal inter-play among university, primary teacher college and primary school, representing each member of Batch 18.

The above projects provided strong ground for our intended project on pedagogy through a WSA. The previous projects addressed some issues related to practical use of knowledge but also identified several challenges concerning use of participatory methods Muziribi et al (2010b). By this Project we gradually worked at changing from restrictive to empowering norms: that is, from silence to interaction, from permissiveness to participation; from compliance to critical thinking; from dependency to independent decision-making; from reproduction to creation; from paper/pencil one-off (product) assessment to competence-based (process) assessment and continuous monitoring. The intervention sought to have children liberated and heard more.

The project intended to enhance CFSs to bring up proactive children with emotional, physical and psychological wellbeing with referent power to use acquired knowledge functionally. CFSs are schools that proactively seek and enable equitable participation of all children irrespective of ability, age, ethnicity or religion; with an academic agenda that offers effective education programmes relevant to the child's needs for life and livelihood, (UNICEF, 2006).

2.5. Definition of Operational Terms

- Participation is multifaceted concept that involves children's activity and agency being recognized; treating children with dignity; permitting them to express their feelings, beliefs and ideas; listening to them and taking them seriously; also consulting them; giving adequate information to enable them give an opinion on matters of concern, (Montgomery, et al., 2007).

- **Pedagogy** is used to mean the science and art of using child-friendly techniques to support and work with young learners to excel in their class and school work and to thrive in their day-today life challenges. Pedagogy is about knowing the learner well enough, creating a friendly atmosphere and applying appropriate inclusive strategies and methods that protect each child's identity; provides for individual learning needs; allows active participation and enables individuals to realize their full potential to address their daily challenges and problems.
- **Child rights** are universal entitlements and privileges for provision, protection of children and developing their responsibility through participation
- **Right-based pedagogy** is methodology that respects the best interest of the child in matters concerning his or her education, uses methods based on child rights principles to increase participation and increase children's responsibility.
- **Knowledge application** is use of acquired skills, values, attitudes and facts in daily life
- **Transfer of knowledge** is putting into practice the acquired facts, skills, values and attitudes in different contexts. **Mentoring** involves an experienced person helping a protégé to grow in skills.

3. Purpose

The purpose of the change project was to enhance teachers' and Tutors' competences in the use of rights-based (child friendly) methods to promote children's participation, application and transfer of knowledge gained in school to daily life situations through Whole School Approach (WSA). The WSA meant that the change project had to be delivered through all avenues that 'make the school' as a unique entity. Such avenues were direct teaching, school routine activities like assemblies.

4. Methodology (Activities)

Five primary schools participated namely, Lukyamu, Namasujju, Kireka Hill Infant, Bweyogerere Unique and St. Matia Mulumba. The rural schools were randomly selected while the semi-urban schools were purposely selected for their convenience due to easy access. Implementation of the change project was not linear but rather cyclic. A back and forth style of movement was inevitable right from the onset. We reviewed the project plan! A review was necessary to refocus the project plan towards the project purpose. We included Nakaseke CPTC and 3 primary schools (private) and Kyambogo

University (KyU). We dropped the element of *knowledge transfer* since it is long term. The team employed a number of methods and strategies to implement the project.

4.1. Survey

A simple self administered tool (Appendix ...) was designed to establish parents' and teachers' views and attitudes about child rights in view of the cultural norms and beliefs valued in society. We did this because we believe that the best way to cause lasting change is by understanding the culture of the land. Change that ignores culture may not suffice beyond initiation. With knowledge, it is possible to penetrate the blind culture as it becomes clear that meaningful child participation develops self esteem.

4.2. School Visits and Meetings

It was essential to conduct familiarization meetings with the key stakeholders to expand our circle of influence and space of action, (Lecture by Flink, 2013). We were guided by the wisdom of the Swedish saying "If you want to win the battle, you have to use the weapons the enemy is using." We tried as much as possible to understand the school contexts in their uniqueness and to assess the attitude of the stakeholders. We used language a tool to woo and convince the 'gate keepers' that we had a reason to be in the schools to reduce unfriendly practices, which negatively affect learner participation in learning. Parents welcomed the idea of equipping teachers with softer skills.

4.3. Consultative Meetings

Occasional meetings with the managers of our own institutions were conducted to brief them of the plans and progress of the project. In such interfaces, we shared the schedule of activities for the change project, to keep them informed of our movements, (See appendix A for pictorial report). The main purpose was to solicit managerial support and blessing.

4.4. Training of Teachers and Tutors on right-based pedagogy

Basing on our findings, we developed a need-based programme intended to equip teachers with skills of nurturing and disciplining children for life, using child-friendly means. We conducted five trainings for the two initial UPE schools and only two trainings for teachers in the three private schools. Private schools came on board as a result of training Kyambogo University student Tutors, who had to be assessed on working with schools to promote child rights. Trainees had to demonstrate their learning by training

teachers in nearby schools on how child rights can be applied in class. So, the three private schools were taken on. The interventions intended to strengthen positive norms and bridging the gaps in beliefs and attitudes. Training for parents was conducted to educate them about children's rights, their meaning, how they could implement them.

4.5. Assignments

Teachers were given practical assignments to implement their learning at classroom and school levels; for example, involving children in formation of class rules, designing projects and materials. This strategy was used to keep teachers active on project work during the mentors' absence.

4.6. Mentoring and support supervision

Several support supervision visits were conducted by the change agents. Nakaseke PTC Tutors and KyU Tutor trainees supported to the teachers of the schools within their reach. Support supervision made teachers realize that they can grow out of their own classroom practices through supervision that focuses on betterment and not blame. During feedback conferences, the mentor could coach the teacher on skills needed e.g. how to deal with a child at fault, giving varies constructive feedback, use of non-verbal language or warm friendly voice. Mentoring involved one-to-one interaction on areas of growth and how to master in them. As Yukl (2013) contends, mentoring resulted in confidence, insight, advancement and accorded job satisfaction to the protégé.

4.7. Team Meetings and Reflective Practice

Several meetings were held to discuss finding after every stage of progress, shared roles and laid strategies on how to accomplish the set goals. As the saying goes, it all ends well that begins well.

4.8. Training Parents on the Principles of Children's Rights and their Respective Roles

The objective of the training was to educate parents on children's rights and guiding them on their roles in promoting the rights of children. Training took the form of workshops, micro-teaching, assignments, mentoring, coaching and support supervision. Workshops involved hands-on training on specific methods. Where possible, two schools could be combined for a workshop. Each workshop ended in a product like a

project plan developed by each teacher, list of social skills to develop among children and child-friendly indicators (See appendices B).

4.9. Monitoring and Support Supervision

The team took advantage of the member who is a Centre Coordinating Tutor (CCT) to help with support supervision and monitoring. These strategies also served as inbuilt checks and balances to provide feedback to the team on the achievements, merging needs and gaps to address further. The team planned to have support supervision, mentoring and coaching twice a month for each school. Realities during implementation permitted only twice in a term of three months.

4.10. Direct Teaching and Poster Presentation

Change agents applied the acquired skills through direct teaching at their institutions.

5. Results

The results are presented under the three expected outcomes. A number of activities were tagged to each outcome. Highlight of the outputs and indicators of the outcomes that the team realized are in Appendix D and E.

Outcome 1: *Teachers use participatory child rights-based methods based on child rights principles to empower learners to apply knowledge to real life situations*

Stakeholder Meetings

Sixteen meetings were held with various stakeholders including head teachers the teaching staff members, members of the Parents and Teachers' Associations (PTA) and the School Management Committees (SMCs) of the five schools respectively. The outcome from meetings was that we widen our scope of influence, sensitized and advocated for change. Meetings guided the implementation of other activities since they were both informative and reflective. Stakeholders came to visualize the gravity of the issues surround child rights better and desired to learn. Conclusively, meeting served as stimulants and avenues for driving our purpose.

- a) Stakeholder support and guidance was valuable to the success of the project
- b) Three child-friendly strategies were identified to reinforce child-rights e.g. Reading clubs, Guidance and Counselling initiative and messages on walls and in the compound.

- c) Identification of issues affecting children: harsh language, corporal punishment, passive methods, leading to drop out and shared decision-making.

Survey

A survey was conducted before action could be taken to assess the attitudes of stakeholders towards child rights. The survey informed the team about the gaps on ground and gave insights on how to go about the change project. This was a source of referent or information power needed by every change agent. We knew had a glimpse of the beliefs of different stakeholders, which helped us to assess when and how to negotiate corners.

Teacher Perceptions (from survey)

Teachers had reasonable understanding of child rights in general but lacked details on specific rights. Many teachers understood child participation as child work like fetching water, collecting firewood and sweeping. When children sweep, elect leaders and take part in formation of class rules, teachers consider this child participation. The drawing line of child work and child labour seemed insistent in the home and school practices.

School routines mainly promoted child participation in election of leaders, debates and cleaning. Prefects had no voice to influence the decisions made by teachers in any way. There is need to empower the prefects as a means of increasing pupil participation in decision-making. Other ways in which schools promote children's right of participation by structuring it in the school routine.

- Through clubs activities but most them were inactive due to teacher laxity
- Participating in formulation of school/class rules
- Reading and writing to real audiences e.g. letters to teaches, announcements on boards
- Through involving learners in class/school activities like horticulture, tree planting

Parents' Perceptions on Child Rights

Thirty (30) parents were engaged in a focus group discussion (FGD) of which six (6) was males and twenty-four (24) were females. All parents had ever heard of Child Rights via mass media but not through training. Ten of them (41.7%) expressed need to be educated on how to engage their children in decisions that affect their learning. Twelve (58.3%) thought that they knew what their children wanted and could ably make decisions for them.

Parents generally had a narrow perception of children's rights. They simply understood children's rights to mean 'no corporal punishment to children,' and not denying them food.' The right of participation was not known by many parents and they seemed not

to divorce oppressive from libertarian participation. To parents the right to participate related to manual domestic work and less of child involvement in decision-making like choice of school of suggesting a day's menu. They stated blaming their local leaders for educating children's rights to corporal punishment. "They started threatening us that if you beat your child you will be arrested and prosecuted," a woman narrated.

- The change agents gained more understanding of the practices and attitudes held by teachers and parents and how they influenced their perception of children's rights. We learnt that parents' and teachers' perceptions on children's rights based on how they viewed children. From their perceptions the following attitudes about could be derived:
- Children as gifts from God. The minority of parents holding this belief gave their children attention and respected their views
- Children as a minor is helpless and needs guidance and support
- A child as a subordinate should listen, obey and take orders without question.
- A child as a dependant has to rely on handouts and has no room for options
- A child as an heir and 'button taker' of cultural heritage has to jealously guard the cultural norms to ensure continuity of the societal values.

Sensitization seminars

Sensitization was done to deliberately address negative attitudes towards children's rights. The series of sensitizations done on similar issues yielded into fairer understanding of child rights; provided avenues to share and make clarity on critical cultural norms in relation to rights. They created a conducive climate to prepare interest, motivate, and focus parents and teachers on the significance of addressing the identified gaps in the survey. Taking an example of an ordinary lesson, it may be hard to teach students content that they are biased about or which they do not value in terms of end benefit. We sensitized the stakeholders to appreciate the 'beauty' of the children's right of participation, in becoming full persons.

Output

One hundred and six (100) parents were educated on the children's rights principle (3Ps) and their roles towards promoting children's rights. They acquired some knowledge on rights. Child rights were explained in plain language that could enable ordinary persons to understand them. We gave hands-on experiences to skill both parents and teachers. Personal and joint reflections were useful in helping individuals 'visualize' how traditional rearing practices and methodology were depriving the children of their freedom to 'live and grow' to their potential as endowed by nature. How would you show love to your child? What would do to a child who has performed poorly at school?

Parents learnt that love is a strong weapon in fighting vices and indiscipline and that children need constructive feedback, given in a friendly way as opposed to use of harsh means. Once children are close to adults they open up and want to behave in such a way as to win the approval of their parents. On the contrary, children who often reprimanded get wild and ‘big headed since they have nobody showing interest in them. ‘We do not need weapons to destroy our enemies, but love.’”

Training Teachers and Tutors

Two trainings on methods were conducted centrally and each school received site-based mentoring at least thrice, for UPE schools and twice for the private schools. The first training focused on practical skills and participatory methods in teaching, based on child’s rights principles. Special attention was put on guiding teachers on soft of handling children in a friendly manner. We realized higher results than we planned.

- Forty-five (45) teachers from the five primary schools as opposed to 20 from two primary schools were trained on practical skills of integrating child rights principles into class room practices. We realized 250% of the targeted number.
- 14 regular Tutors and eleven student Tutors were oriented on how to integrate child rights principles into teacher training and mentoring. The number increased by 78%. Tutor trainees were equipped with skills of integrating child rights in teacher training.

Child-friendly Techniques

- Receiving and sending off children
- Patting children on the back
- Encouraging practices that build children’s confidence and PRIDE as opposed to SHAME. Permitting CHOICE.
- Listening to children’s voices/complaints
- Celebrating children’s success e.g. by displaying or recognizing
- Exercise patience with children
- Giving constructive friendly, feedback
- Positive discipline alternatives
- Use of soft voice and respectful language
- Developing social and life skills
- Getting feedback from children

Techniques of increasing children’s participation in the school routine:

- Active parades for children to present songs, poems, news, book or scripture reading.
- Setting class rules jointly
- School Family Initiative, where children support one another
- Formation of clubs e.g. guides, young farmers club, DEAR club
- Use of FAME Boards to recognize and celebrate achievers of the week
- Child-to-child approach in class and outside

Teachers were also mentored on techniques of increasing learner participation on specific methods so as to being novelty to the classrooms. If children get too much used

to routine, they may not participate as nothing excites them. The first training focused on story-telling, discussion, role play and brain-storming variations: mind mapping, falling leaves, think-pair-share. The second training focused on Round Robin, Project method, circus (learning stations) and three-in the middle.

Teachers were guided on how to interpret and enrich the syllabus after which they planned lessons and conducted micro-teaching to demonstrate how they would engage learners in making choices of materials, activities and team-mates. Emphasis was also put on social-skills to enable children learn to cooperate and accommodate one another, while in teams. Social skills are prerequisite for successful cooperative learning. We labored to work on positive school Culture: from telling to learning by being a part (from teacher to child leadership); silence to a pedagogy of constructive noise in the classroom; from silence about issues to respectful consultation; dependency and compliancy (Yes kids) to child initiated actions leading to responsible decision-making/ living working individually to teaming up; uncompromised listeners/recipients to freedom of expression; from paper/pencil duplication/reproduction tasks to those that can enable knowledge creation. The practice of testing more than teaching was also discouraged to have more hands-on experiences.

Forty-five (45) teachers drafted enriched schemes of work and sample projects, which they implemented at class level, (See appendix B). They also developed professional development portfolios to showcase their growth in terms of integrating child rights principles in teaching. The portfolios contained reflections and artifacts on instructional materials, learning and assessment activities designed to allow learner choice and participation and all teacher collections/initiatives made to enhance the right of participation. The portfolio also contained guidelines, sample worksheets and notes provided by the mentors (See samples in appendix B).

Facilitation was done using the very methods to show the procedures and set ups. Group planning and micro-teaching followed, where each group demonstrated at least one method per training.

Direct teaching and Display of Instructional Materials

Change agents also implemented their learning from Lund University by teaching Tutor Trainees on democratic pedagogy and classroom management skills. Trainees conducted an exhibition of their posters and materials developed to model how they would apply participatory teaching and learning to teacher trainees during college practice. They also did micro-teaching and mentored teachers in the 3 private schools in teams of three. The activities were assessed as coursework.

Outcome 2: *Teachers are able to guide learners to take leadership in designing tasks that translate knowledge into action and use continuous monitoring and assessment strategies to improve learners' performance and*

To have children participate in assessment, teachers were guided on how to conduct continuous and end of term assessment. Teachers developed test items on a wide spectrum of choices. Through hands on experiences, teachers were tasked to identify a topic and specify the concepts, skills, attitudes and values to assess and design tasks/ instruments to use to assess them. This was meant to enable them assess the whole child. For children to have quality education, they must advance in skills instead of stagnating as the case often is. So teachers were asked to be mindful of Bloom's taxonomy as they state objects and also assess lessons. Emphasis was put on assessment as some children spend the year with no increase in mental, socio-emotional or physical developed since their teachers repeat the obvious without any form of challenge. Setting multiple tasks to allow for choice was also modeled through demonstration and micro-teaching.

Holistic assessment including un-examinable areas was also emphasized. For example, presentations during assembly show child leadership, rewards could be tagged to pupil behaviour or performance both in curricular and co curricular activities. Pupils would be given a chance to design cards, or freely write comments on a leader, personality, player, singer or dancer they admire in the school with stated reasons. The concerned personalities would get feedback while others develop skills and positive attitudes towards others.

The team developed guidelines on conducting effective inbuilt assessment during teaching, end lesson exercises and test and examinations. Child participation may not be sustained without proper assessment in all domains. Teaching students not content and assessing for learning not for evaluation. Assessment should be an integral part of teaching and school routing (active notice boards, multiple tasks, sealing with absentees). Teachers were guided on how to utilize assessment data to set remedial work for learners. A matrix to this effect was developed to show teachers how to analyse data vertically (question by question against the pupils' performance) and horizontally to follow a particular child through the test instrument to identify his/her strengths and weaknesses.

Outcome 3: *Teachers know how to guide learners to take leadership in designing and exhibits skills of working with other stakeholders to mobilise resources*

The training focused on enhancing teachers' skills in developing child leaders and decision-makers. The focus was on how to make the school routine more child-friendly. Schools chose activities according to their interests. The activities included projects (gardens, tree planting, sanitation, craft-making, making beads); debating, talk-shows, acting mock court cases, establishing the writers' corners, class rule development and organizing and conducting child led assemblies. Schools demonstrated a beginning trend from: punishment and threat dominated assemblies to show-casing learning talent and celebrate achievement; culture of threats to negotiation through guidance and counseling; Process of learning with tears to celebratioN; Student leadership as "agency" to school administration to leadership as a cordial link; A culture of invisible children (perpetual dependents/objects) to humble contributors and full persons needing guid-

ance and a tradition of blind compliance to a culture of shared decision-making guided by rational thinking

A child-led concert was staged in KyU and the 3 private schools took part. The purpose of the concert was to show-case what they had learnt during the project; to celebrate the high achievers, to create an environment for children to communicate to a different audience as they sensitised the gathering. Children presented poems, essays, mock court cases, Talk shows, and songs. The staff members of KyU, child rights promoters, some students and six change agents of previous batches attended. The change agents also presented a status in a participatory manner, as check point and also accountability for the time we had been in the field. It was an opportunity to receive feedback from a variety of stakeholders. The climax of the function was a marchpast by children. They sensitized the Kyambogo-Bbanda community using placards. This day was all advocacy work.

Summary of Achievements: Success stories and Best Practices

- Increased awareness on Child rights (3 Ps) to different stake holders
- Trained 45 primary school teachers and 14 tutors on child-friendly approaches and methods – beyond initial target
- 180 teacher trainees of Nakaseke CPTC were orientated on CRC principles and trained on child-friendly approaches and methods
- 22 KyU students of Faculty of Education were trained on participatory methods
- Advocacy – posters, meetings, poems, skits, talk shows, mock court case
- Material production to enhance learner participation
- Teachers have adopted more friendly approaches (soft skills, smiles, non-verbal)
- More lively schools through child led assemblies, where learning is celebrated
- Increased learner participation and teacher motivation
- Educative classroom environment
- Teachers appreciate the value of child participation – thus empowering learners to take leadership
- Learner directed assemblies where learning is celebrated
- A bit of knowledge application is evident in schools

7. Discussion and Reflection

The discussion draws from the findings as they are presented in section 6 above.

The change project started with school visits and meetings to inform and seek consent to undertake it. A series of meetings were conducted and some of them turned to be consultative and these targeted the head teachers and chairs of SMCs and PTAs. The

reason why we had small and bigger meetings was that the committees were divided in terms of opinions. There was a bit of politicking and these we had to address using one-to-one technique to deal with peculiar characterizes who supported while in and watered down while outside the school. There is no single strategy to dealing with various personalities in a change process.

We chose low income communities because that is where the crime of child abuse is at its peak. The situation would have been different if we worked with the elite schools, where parents know the price of their children and hence consider them a priority to a reasonable degree. A change agent working in rural communities has to embrace critical leadership skills like flexibility, multitasking, consultation to avoid stepping on what is valued. Reflection on, for, in and on action was useful in making choices that would qualify the change project worth the effort. As we progressed, we saw the need to work in schools close to the workplace due the long time spent on the way. We included more schools and participants to tap opportunities available. Training Student Tutors was useful in expanding the mentoring team and widening the base for a multiplier effect

For long, have rights have remained an unexplained mystery in books that needed demystifying A high percentage of participants lacked clear understanding of what is involved in child rights, while other held negative attitudes towards child rights due to lack or misinformation; but also due to personal choices as shaped by the communities and institutions that shaped them. *For men and women are not only themselves: they are also the religion, city or village in which they were born; the games they played, the food they ate and the poems they read as children*, (Maughan in Unicef 1997). We had to repackage rights to bring them close to what the parents and teachers valued and then examine the possible humble ways rights could be acceptable and practical to allow child participation. In a way, society regenerates herself through the wisdom packed in norms and rules. And children are born in a complexity of their contradictory social roles as innocent victims, (Montgomery, 2007).

Teachers' beliefs revealed that the social context where learning occurs affects the level of learner participation. Methods of delivery are influenced by the learning environment and working conditions as dictated by the cultural norms, for example, perpetuating the culture of silence, as a sign of respect to elders. 58% of the teachers did not believe that children could take a serious decision, while 78% believed that there are situations where children must respect the views of adults even if they negatively affected them, citing the example of choice of school. Another destructive norm concerns dependency on the teacher as the authority and source of knowledge. 85% of the teachers were opposed to allowing pupils to challenge their views openly as they would lose respect. 72% believed that giving such freedoms would make children unruly and bossy. "I feel in control if I give pupils matter. " I cannot tolerate open disapproval, as it is a sign of disrespect in my culture," quoting a traditional slogan, "an adult cannot be wrong." In a way, some teachers enjoy "pouring out" knowledge to win respect and admiration of learners. In this case, knowledge becomes a source of power, which they unknowingly or deliberately guard. Teachers' views confirmed the influence childhood

cultural experiences have on one's beliefs and the challenges of breaking adult dominance in judging right and wrong.

Many teachers hail from homes similar to those of the children they teach. They have been victims of child abuse. To make headway, there is need to provide lots of experiences through literature and visits to CFS to observe how children are treated so as to unlearn the past. When teachers change their strategies to the better the society changes her practice through the products of school.

As Montgomery et, al, (2007) argues child participation may take many directions. We chose to focus training on developing methods that would enhance child participation in leadership, speaking out, and later on decision-making because this is a no easy-go area. There are still power struggles. One of the silent reasons for slow granting of child rights is what Yukl (2013) defines as high power distance cultures. In schools and homes, there is unequal power distribution and status that are deliberate. Yukl further observes that people expect leaders to have greater authority and are more likely to comply with rules and directives without questioning or challenging authority, (p. 256). With such a mindset, society cannot conceptualize child-leadership? However, there is hope because society is changing and soon it will become clear that child participation does not lead to subordination and that children participate much more and meaningfully once give a chance. Fortunately, Uganda is committed to empowering and equipping children to choose from alternative courses of action from an informed mind, (Unicef 2007).

The interactions during sensitization workshops revealed a wide gap between teachers and parents. Teachers complained that while parents loaded children with heavy work at home, they did not want teachers to involve children in any work at school. They asked, "How can we promote child participation without involving them in manual work?" The game of blaming and finger pointing suggested a need to first work with each team separately to understand their concerns and lay strategies to address them. Lack of effective communication among stakeholders created misunderstandings and grudges. All stakeholders agreed that there was need for strengthening their skills to develop softer child-friendly skills as a means of improving childrearing practices. In conclusion, the chairman SMC of Namasujju Primary School said, "It is a timely intervention and it is a big task having parents work with teaches to make the children take part in issues affecting them.'

The first part of educating teachers and parents focused on the 3 Ps, which parents found quite interesting and essential. They wanted to understand the child rights concept beyond the ban of corporal punishments and provision of food and books. Although some had reservations, they still wanted to know the best way to promote the child rights to nurture responsible children without losing the essence of their cultural norms. To them, permitting freedoms to children and expecting them to at responsibly, that is make right choices, seemed rather impossible for an African child. Letting off tight hands on children did not sound a fair decision to the parents. With emphasis on guidance using a loving and caring attitude, some of them showed signs of conviction that came with lots of sighs. This situation implies that there is still great need to sen-

sitize and show how child rights can be practically implemented without losing morals and values at a tender age. This seems to be the thorn in the flesh of Ugandan parents. The team believes it is a dilemma that will be sorted out with time, skill and patience.

Many teachers were afraid of using the practical methods as they give children freedom to learn at their pace, which situation they thought may lead to failure of examinations. Even when teachers appreciate the worth of hands-on experiences, the power of an examination-ridden curriculum forces them to backslide into the routine of ‘telling’! Very few teachers demonstrated the determination to combine liberalism and pursuit of lasting success in academic performance.

With skills on promoting participation through use of child friendly tips at class level, teachers were also skeptical on the practicality of positive discipline. They argued that most school children were so ‘hard-hearted’ or wild and could only be taught by the ‘cane.’ According to teachers they were untamable. This called for sharing on alternative punishments. Positive discipline was emphasized as intended to child take responsibility for their mistakes and making deliberate efforts to amend them. It teaches children to make decisions and understand why these decisions were in their best interest, (MoES, n.d). Because of their own rough childhood, parents preferred harsh to friendly disciplinary measures.

The journey we have started aimed at creating a safe environment for children through participation. Our activities focused on training teachers to develop child friendly skills and nurture attitude change through self realization of what is best for the child. We have made a humble start but all teacher educators need to guide teachers to desist from oppressive and suppressive classroom practices and cultures to pedagogy of understanding; tolerance to mistakes purposeful, constructive talking; and justice to be heard – *Teachers as abusers to teachers as CRC practitioners*

Challenges

The team experienced a number of challenges some of which are listed below

- Due to heavy workload, the team did not fulfill all the targeted activities, especially on networking and partnership building. Sensitization was done only few parents and it was too early to address the gap of inadequate provision of school requirements, which affects child participation in the long run.
- Teachers found difficulty designing activities that sustain learner interaction. You would find a class using group work but children working individually. It was an uphill to have teachers set tasks that lead to
- Tendency to revert to the old ways of “teachers know all’. Due to fear of failure to complete syllabus, teachers often fell back to traditional methods of ‘telling.’
- Limited resources (material, financial) hindered the depth and scope of the project
- Blind cultures were and are still a big hurdle towards making a ‘world fit for children.

8. Way Forward

The suggestions were collectively generated during the presentation of the status report and others emerged during the interaction with the mentor.

- Help clarify or demystify children's right and translate rights and responsibilities into action in meaningful ways as opposed to echoing theories or cramming the child rights, the parrot way.
- Continue giving support and mentoring to teachers through regular visits to schools to improve their classroom practices, especially developing friendly skills of working with children, designing tasks that can hold learner attention and engage them in fruitful discussions, networking and partnership in resource mobilisation.
- Sensitize communities on the values of children's rights. Parents recommended that government should sensitize communities not only on the children Rights but even their responsibilities and also strengthen community roles in upbringing of children. Accordingly, consider gender related issues to avoid leaving boys behind
- There is need to emphasize the importance of roles of the children verses rights and to always remember that whatever we do should be in the best interest of the children
- Bring parents on board so they support initiatives: Parenting sessions on visitation days
- Teach children their responsibilities alongside their rights.
- Schools to continue giving children the right to participate in leadership through democratic means.
- Parents should be engaged to form a strong partnership as a way of giving support to children to get involved in activities and decision making both at school and homes
- Peer supervision needs to be encouraged as a strategy to developing communities of practice, a strategy for sustainability.

Conclusion

We sought to establish the attitudes of stakeholders towards child rights and utilise findings to influence practice through teacher training. There is no surer way to realise change in the world than going through the doors of classrooms. Therefore, teacher education was and is critical. Unicef (2007) advises that to serve the best interest of the child, competent staff members and authorities are necessary to ensure conformity to the version of rights intended by the United Nations Convention on the Rights of the Child. There is need to close the gaps of ignorance about the meaning of rights through training and minimise negative forces through friendly but honest sensitisation campaigns. Patience is critical because attitudes have been formed over generations and sort of transmitted not chosen. People attitudes are combination of the personality trait and the effects of the environment in which one has been nurtured. The option at feet was to use what

people believe in to reach to what they dread. It was and is still a long journey. Teachers made effort to apply child friendly skills, participatory methods and step aside to give children a chance to lead and choose but not wiothrough fears and reservations.

The interventions we made brought a smile on the faces of some children. For the first time, some schools had embraced the new trend of shared leadership (Yukl, 2013) as opposed to leadership invested in positions. Leting go authority was scarely but that is only the fearing the unknown. With time, we believe that teachers will celebrate the relief that comes with child participation. Indeed it was evident to many that they had for long denied children participatory rights and got worn out due to ignorance. Schools are steadily traansforming from:

Every adult has the obligation to work to address contractory social attitudes that stigmatise children and leding to natural gifts like the joy of being a female turning into advwersity due to peoples' reactions and expectations. By promoting participation rights let unit to improve the provison and protection rightsfor a pleasant and contribitng chidhood.

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Appendices

Appendix A: Pictorial Report

Initial Meeting with SMCs and PTAs-0363



Initial meeting with PTAs and SCMCs-0367



Meeting teachers of Lukyamu /CR -0372



Meeting teachers of Namasujju C/U-0354



First training on CRC methodology- 0535



Participants micro-teaching -0546



Appendix B: Sample Handouts and Guidelines on Methodology

Guidelines on Conducting Child-led Assemblies

School assemblies or parades are an informal strategy of curriculum delivery, which have yielded less than they are capable of due to being dominated by 'routinism' where punishments using punitive means are administered. More often than not, embarrassing children e.g. by reading culprits guilty of various offences e.g. fighting, stealing, late coming and many more is done on assembly, to make a big seen of usually something small. The child suffers both psychologically due to shame and also physically due to pain inflicted on her/her. Second, assemblies are not only known as a 'red carpet high courts' where offences are read out and sentences are passed, but also as the places for threatening children by announcing sad news of unacceptable behaviour and poor performance. Children have picked on labels from parades and have bore shame for all their life in the school. For those who may not bear embarrassment, they opt out of school. In this way, parades become enemies that scare children away from school, thus increasing wastage. Most teachers have at once enjoyed demoralising children as a fine way of managing discipline, out of ignorance or past experiences.

Administering discipline pays off only when done in a friendly way and using positive disciplinary measures. Let's try out some strategies of turning parades/assemblies from demoralising experiences to more lively and uplifting moments for every child. By so doing, children will look up to assemblies as hope-raising arenas; places where achievement is celebrated. Success begets success. We shall use alternatives ways of managing misconduct in ways that respect the digit of the child as a human person. Save the parade! Find a litter bin to discard the old punitive ways.

You can have a participatory parade where you welcome and entertain your clients and marketers of the school. Children are your guests every day. Give them a VIP treat. It could be a means for them to excel in the rest of the school work.

Guidelines for Conducting Participatory Parades/Assemblies

a) Have children at the centre of planning and managing the parade.

Let the prefects on duty make some suggestions on how to own programme and present it to teachers on duty for approval and correction. You will find it tuned to what they love and have lesser burden. Teachers should develop a rota along with children to include all classes in entertaining the school. An assembly is an opportune moment for demonstrating learning. Let Primary one share their rhyme on "Our School." allow Primary seven to read out essays while class four gives a summary of an interesting book read. The value of child participation cannot be given a price tag. They learn to get organised, to make decisions and choices, to select and be creative. Do you realise that they will become more attentive and responsible for their learning? Think of more benefits of this.

b) Recognise every effort

Human dignity deserves to be preserved by praising publicly and punishing privately. An assembly is fine time to celebrate achievement. Call out the teams that went to compete in netball and football to congratulate them. Let the captains share a word with the school. Let the entire school know the centre player and defender who played best. A handshake might appear light but it raises esteem and leaves lasting memories. Give rewards as and when possible to those champions of the Reading Club,” or the fastest pupils of reception class to adjust to school.

c) Develop talents

Parades can be a ground for talent development. It is a great opportunity; do not miss up on it. As pupils to prepare something they want to share with the rest of the school. This time wait for a grand surprise; no rehearsals. Simply give them guidelines on the standard of the items to present. Watch how children will ‘paint out’ who they are by divine plan. From what they do you will learn to plan suitable co-curricular and class activities in their interest. Piaget calls this development from within outward. It is easy to have a child-centred curriculum in your school. Allow children to voice out. The only way adults can ‘see into the minds of children’ is by allowing them to talk, write, act or play.

d) Nurture characters and personalities

Tell a story of that little bad boy who escaped from school and almost met his death in a fatal accident without the parents knowing the ordeal. It will communicate a moral to those good at escaping. Just dress up the crimes and offences you desire to deal with in a way that does not disclose the offender but rather teachers him/her indirectly.

e) Develop a reading culture

A teacher, a pupil or the school principal/headteacher can read to the school something that she or he came across. This is another way of teaching research skills. Reading to real audiences is very powerful way of sharing knowledge or communicating findings. Every pupil will look up for something to share to win approval prestige. Why not? I presented a text the teacher did not know.

f) Give and take information

The secretary for information can give the news-bites of the famous primary school paper – Voice of Kan School. It will be time to imitate the national and international news readers and thereby practicing language skills and developing talent. After the news reading, the text may be pinned up on the notice board. Encourage each child to put up something and also to read what others have written. There you will be turning a silent school into a highly interactive one just with a single strategy.

Discuss with the class what other activities they would like to do during parade?

Share them with other staff and make the assembly of the following week quite unique. You will have driven out 'routinism' and ushered in a sense of initiative and purpose. Just continue this way and watch the results.

Proposed Procedure for Conducting Child-managed Assemblies

- a) Children walk to the assembly hall/ground and teachers take positions among children
- b) Have pupils of different classes take turns to lead the Anthems [National; Buganda; Schools; School)
- c) Prayer – duty rota for children of varying faiths to lead prayers
- d) Pupils take their seats so as to watch and listen attentively to the assembly activities
- e) Entertainment Prefect introduces the class/individuals/houses or teams to present items
- f) Information Prefect presents the news of the week
- g) Prefects on duty make brief comments and the school speaker invites teachers on duty
- h) Teachers on duty communicate key issues and observations; invite Teacher Leader to address pupils
- i) Discipline Teacher or Senior Woman/Man or DOS addresses pupils and invites HM/Director

A poem: CRC GLASSES

Take off your adult Glasses
See us just as children that we are
For you were once children
Give us a chance to also be
For we are just children and we learn as we grow

Take off your adult Glasses
Treat as children
We need to school, feed and play
We hate your games of violence and abuse
For we are just children and we learn as we grow

Forget not! Our dear parents, guardians and neighbours
That in our hearts and eyes
You're the York
When you hatch hatred
You bred vengeance and violence into our souls
But do remember,
For we are just children and we learn as we grow

You're our parents- we adore you
You're the examples and role models, we plead
When you heed to our needs

When you hatch love
 We'll blossom into everlasting love and joy
 For we are just children and we learn as we grow

Take off your adult Glasses
 Look into the future when you're gone
 And we're the kings and queens
 Presiding over the world
 Enthroned by your lessons of love,
 Education and hard work
 What a bed of roses the world will be
 For generations to come
 For we are just children and we learn as we grow

*Composed by
 Nayiga Immaculate
 Post Graduate Student 2013/2014*

Teacher's Checklist for Democratic Classroom and School Management Techniques

Today I have demonstrated rights-based practices and promoted child participation

Indicators of rights-based pedagogical practices	M	T	W	T	F	M	T	W	T	F
Called children by names										
Sat at children's tables/desks while interacting with them										
Given children a chance to make choices of e.g. activities, material, peers										
Provided room for children to practice leadership										
Created a relaxed learning environment i.e. made jokes, fun, laughter,										
Permitted freedom of movement and expression										
Used sign language (gestures) Hi5; bonga, thumbs up; nods; hugs; pats										
Used participatory methods e.g. circus, three-in-the middle; role play ...										
Encouraged children to take responsibility for their actions										
Taught some social skills										

Teachers' Portfolio items

A portfolio is a collection of the best items that portray the progress one has made in developing specified competences with his/her field of service. As teachers taking part in the promotion of child rights, we need to keep items from the daily attempts we make to become true advocates for children's rights. These will be put in a folder/file. The items may include but may not be limited to these below:

- Schemes of work and lesson plans, timetable, rules signed by children, reflections, sample instructional resources e.g. activity-cards, notes (methods, assembly, project plans) and support material, newspaper articles, records of work; list of stakehold-

ers, committee minutes (Minutes may contain emerging issues, resolutions made, actions/way forward).

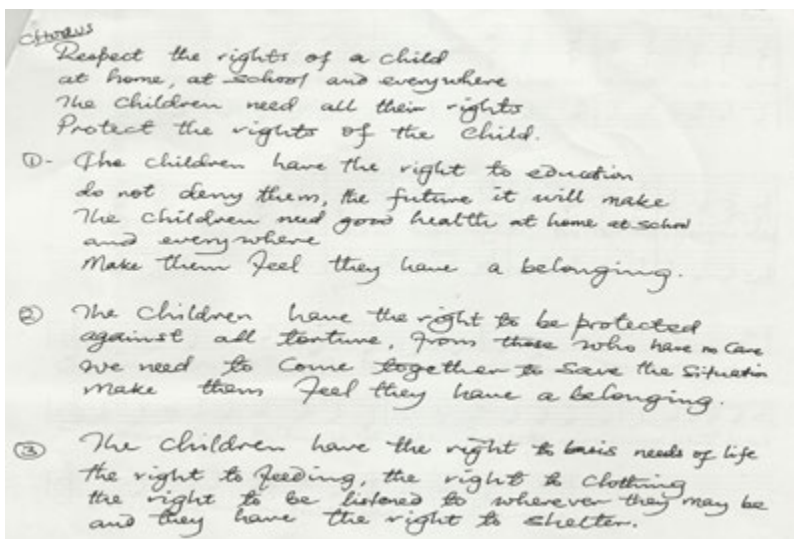
- By studying the portfolio, one is able to read the reflections with corresponding evidences
- Front page: Name of teacher; school, class; experience; personal and/or professional motto/slogan

Pupils' Checklist

Today I have

Indicators of Child Participation	M	T	W	T	F	M	T	W	T
Answered several questions									
Asked the teacher or my peers some questions									
Made some choices of e.g. activities, material, playmates, book,									
Been a leader of a team, prayer, game, song, poem,									
Felt lively and happy in my class – Been in high mood									
My teacher was friendly									
Moved and talked freely to my friends in a soft way									
Kept order and respected others									
Used sign language Hi 5; bonga, thumbs up; nody-nody; hugs, pats,									
Presented an item at the assembly									
Written something and put it n the notice board / writers' corner									
Given way to others									
Shared something with a friend									
Given a hand to someone in need									

CRC Song composed by Batch 18 with support from Mr. Gerald Osinde (Secondary School Teacher).



Appendix D: Focus Group Discussion Questions – Parents/Teachers

1. What do you know about child rights?
2. Have you ever been trained about child rights?
3. What has hindered the effective implementation of the child right policies?
4. What opinions do people have about children’s rights in general?
5. What is good about children’s rights?
6. What structures are in place at home/school to enable children to participate in matters affecting them?
7. Do you promote child rights in your home/school? How?
8. What examples could you cite as evidence for learner participation in leadership, curriculum, routine, assembly, SMC, PTA, assessment?
9. Would you recommend or discourage the implementation of children’s rights?
10. What advice would you give to government to improve child rights in the country?
11. What are some of the issues, problems or challenges related to child-rights that require policy formulation or direction as regards children’s rights?

Appendix E: Proposed Activities during meeting with teachers

1. Child managed Parade techniques – visit by SMC
2. Mock Court Case on child rights on any issue identified by children
3. Songs to sensitise parents about child rights and children on their responsibilities for productive life
4. Writing competition [Essays; Poems; Conversations; reflections and letters about issues on child rights]
5. Providing real audiences – Display of pupils’ work – setting up Writers’ Corners - let children participating in voting the best essay; lunch hour reading;

1.0 Outcomes/ Benefits

Effect of CRC on Teachers, Pupils and School Leadership

Teacher	Learner	School
Integrates CRC principles in teaching e.g. gives children chance to choose tasks, Learning Centers, materials and workmates	<ul style="list-style-type: none"> • Formulate class rules and regulations that reflect pupil participation in their design (e.g. signature, collective language use) • Participate actively in class activities 	Child-Friendly School (CFS) where children are valued and respected in terms of rules, services, language. Facilities; Child Voices ring high and are taken seriously

<ul style="list-style-type: none"> • Values social skills training • Displays messages on social skills • Uses small groups • Teaches life skills Uses soft language and jokes • Recognises and rewards social behaviours 	<ul style="list-style-type: none"> • Initiate and implement individual and group activities/ tasks • Actively participate in group activities • Take part in group formation • exhibit group dynamics (e.g. leadership, communication) and social skills (e.g. listening, turn-taking, respect) 	<p>Charts indicating strands and strategies for integrating CRs' principles in different topics</p> <p>A supportive community where ALL are learners Consultation is practiced</p>
<ul style="list-style-type: none"> • Creating a psychologically relaxed learning atmosphere • Close to children – postures • Uses non verbal language e.g. thumbs up, pats on back, faces to show mood, nods, smiles etc. 	<ul style="list-style-type: none"> • Happy children, open to their teachers and parents • Social children with well formed characters and personalities 	<p>A well established school culture that nurtures socially acceptable and warm climate to children</p>
<ul style="list-style-type: none"> • Gives learners a chance to take initiative to develop leadership, social and interpersonal skills • Guide learners to put their learning into practice in daily situations 	<ul style="list-style-type: none"> • Formulates class rules and regulations and append signatures • Responsible living and concern for individual and communal needs • Takes initiatives and influences others 	<ul style="list-style-type: none"> • Varied display techniques <p>A chart showing opportunities each teacher or Tutor will open up to have learners be responsible for their learning</p>
<ul style="list-style-type: none"> • Interactive teaching techniques and strategies • Is friendly but firm 	<ul style="list-style-type: none"> • Chooses workmates • Chooses materials to use 	<p>Responds to learner clues as reflected in books, moods and performance</p>
<ul style="list-style-type: none"> • Organization of classrooms to facilitate easy participation • Encourages learner talk and group interaction 	<ul style="list-style-type: none"> • Enjoys free movements to reach to the teacher and other pupils • Interacts freely and respects others in the groups 	<p>Model school with sample projects, learning and assessment activities in class files and develop archives</p>
<ul style="list-style-type: none"> • Breaks topics into teachable units and enriches them 	<ul style="list-style-type: none"> • Indicates areas she is conversant with and seeks help in areas of need 	<p>Sketches on topics broken down; Mind-maps indicating integration strands</p>
<ul style="list-style-type: none"> • Relating content to daily life situations 	<ul style="list-style-type: none"> • See relevance of content learnt and can transfer learning 	
<ul style="list-style-type: none"> • Regular lesson planning involving participatory methods based on CRs' principles 	<ul style="list-style-type: none"> • Active participant in lessons • Takes advantage of the supportive environment to learn and grow 	<p>Facilitates participatory learning</p>

<ul style="list-style-type: none"> • Design of various practical learning and assessment activities e.g. simple projects, puzzles, paper folding; field trips, nature walks; drama; role plays; panel discussions; writing and reading to real audiences 	<ul style="list-style-type: none"> • Chooses activities, materials and peers Participates in selected activities • Shares learning with teachers, peers and parents 	Reflects a learner centred atmosphere in displays and messages; children's work is celebrated
<ul style="list-style-type: none"> • Conducts learner-centred lessons • Ensures quality time at task 	<ul style="list-style-type: none"> • Concentrates at tasks and produces high standard work 	Focuses on individual children's progress
<ul style="list-style-type: none"> • Peer support through supervision and demonstration lessons 	<ul style="list-style-type: none"> • Enjoys the collective efforts of teachers 	Cherishes team building Facilitates teamwork
<ul style="list-style-type: none"> • Develops relevant assessment tools and portfolio items 	<ul style="list-style-type: none"> • Show-cases school achievements and identifies strengths and weaknesses 	
<ul style="list-style-type: none"> • Conducts meaningful assessment (friendly marking skills) 	Interprets teacher's marking symbols	Has a clear system and assessment policy
<ul style="list-style-type: none"> • Giving constructive feedback to learners and parents 	<ul style="list-style-type: none"> • Takes feedback for own improvement 	Keeps relevant records on pupil achievement/progress
<ul style="list-style-type: none"> • Selects, designs and uses different types of instructional resources to support teaching 	<ul style="list-style-type: none"> • Manipulates a rich learning environment to discover, record and report 	Established resource centre Mobile libraries class libraries establishes
<ul style="list-style-type: none"> • Empowers learners to take charge of class and school activities • Creating time for practicing learning 	<ul style="list-style-type: none"> • Demonstrates sense of responsibility • Makes good use of time to study and/or consult peers and teachers • Produces results for accountability 	A list indicating strategies for practicing learning e.g. class days, sports days, assemblies, lunch hour,
<ul style="list-style-type: none"> • Develops and uses relevant competence-based tools to assess pupil's creative learning abilities 	<ul style="list-style-type: none"> • Engages in peer and self assessment 	Allows criterion-referenced assessment where individual targets are set
<ul style="list-style-type: none"> • Designs work/activity sheets assessment rubrics and criteria to enable quality participation 	Uses activity or work sheets at own pace	Sample work/activity sheets assessment rubrics and criteria for reference
<ul style="list-style-type: none"> • Document and evaluate their learning experiences in creative ways 	Demonstrates leaning in own style Artifacts to showcase learning [portfolios; worksheets]	Learning styles are known respected and provided for
<ul style="list-style-type: none"> • Aware of different ways of the importance of celebrating learner achievement • Learner diaries and teacher reflections 	Self esteem and self worth developed	A developed list of various ways to celebrate achievement in class and school work

<ul style="list-style-type: none"> • Creating an environment that supports and enables learners to be responsible for their learning 	<ul style="list-style-type: none"> • Suggests activities of interest • Makes choices and fulfills them • Reflects on own actions • Takes part in material development 	Learner made diaries and teacher reflective journal entries
<ul style="list-style-type: none"> • Support learners to take leadership, develop group and individual activities/tasks 	<ul style="list-style-type: none"> • Take leadership • Participate in formulation of class rules Choose groups, tasks, resources 	Pupil school and class duty rotas
<ul style="list-style-type: none"> • Engaging stakeholders to support teaching <ol style="list-style-type: none"> SMCs and PTAs Parents Shopkeepers Health workers Local Council leaders Religious leaders 	<ul style="list-style-type: none"> • Child enjoys the collective support of the school community and neighbourhood • Writes 'thank you' notes to people or organisations that provide support 	Lists of different stakeholders to work with under different topics, indicating areas of engagement A chart indicating the different stakeholders and their areas of engagement for a specified period of time



POEM ABOUT "CHILD ABUSE"

child abuse! child abuse! child abuse!
What a very harmful thing you are!
You lead to children's death and crimes.
You make young cry and suffer.
What a violent thing you are!

child abuse! child abuse! child abuse!
What a very harmful thing you are!
You are most mainly caused maids.
You are caused by drunkard fathers and mothers.
What a ~~very~~ violent thing you are!

child abuse! child abuse! child abuse!
What a very harmful thing you are!
You cause children's rights to be violated.
You include child abuse, child battering et cetera.
What a violent thing you are!

child abuse! child abuse! child abuse!
What a very harmful thing you are!
You lead to disdaining of children.
You lead to bad behaviors like stealing.
What a violent thing you are.

BY EDITH MUKANTUZE
p. 7



Zambia

Zambia had its first team in batch 1 (2003) and in total 12 teams and 36 change agents in batches 1-21 (November 2014) in the programme.



Level	Change Agents	Change Projects	Comments
National	5	0	
Region/Province/ District	13	0	
Local	18	12	

Table1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

The Child Rights Programme has focused 4 of the 10 Provinces namely Lusaka (4 teams), Central (1 team), Mushinga (2 teams) and Copperbelt (5 teams). The focus of all the projects has been on promoting children's participation by establishing, development and evaluations of class and school councils in primary and secondary schools.

Area: 752,618 km²

Population: 15, 023, 315(est. July 2014)



Capital: Lusaka

Independence: 24 October 1964 (from the United Kingdom)

Official Language: English

National Country Coordinator:

Ingutu Kalumiana

ingutukalumiana@yahoo.co.uk

ZAMBIA

To Create a Platform for the School Councils and Prefecture Bodies to Work in Harmony in Three Schools on the Copperbelt Province

Terry Changwe, Misozi Mwale and Shelly Hankope Mwamba

1. Introduction

This report refers to activities carried out in three secondary schools on the Copperbelt province under the batch 18 project. Copperbelt province has seen unprecedented development of school council activities since the first team from the province was trained in Sweden in 2007. The introduction of school councils has increased participation of learners in decision making both at school and regional levels. It is against this background that batch 18 carried out a number of activities to promote child participation.

2. Frame of Reference

The Republic of Zambia signed the United Nations Convention on Children's Rights (CRC) in September 1990 and ratified it in December 1991. Since then, the Zambian government has been committed to the promotion of the rights of children through formulation and implementation of policies, programmes and activities. Therefore, the Zambian Constitution addresses and upholds issues of human rights in general and rights of children in particular.

According to Education policy of 1996, *Educating our Future*, the Mission statement of the Ministry of Education is....."to guide the provision of Education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence

in performance and moral uprightness, defend democratic ideas, and accept and value other persons on the basis of their personal worthy and dignity, irrespective of gender, religion, ethnic origin, or any other discriminatory characteristic.” The document has in essence recognised the right to education for all children which is a very important component. The policy document has further highlighted the importance of democratic tendencies in the provision of education in the country.

The domestication of child rights and school councils in the Education Act of 2011 expedited the setting up and recognition of school councils in all the learning institutions in the country. The act made provisions that are very relevant to the protection and development of children in the education environment. The provision for the Learners Representatives Council (Article 29) in the act is expected to increase meaningful child participation in school affairs and foster a culture of dialogue and mutual respect between learners and school authorities.

The current scenario is that the Copperbelt Province is one region in the country where school councils exist in all the secondary schools. In recent years, the school councils were introduced in primary schools and one college of education on the Copperbelt Province by batch 14.

The national curriculum in recent years has also brought about the introduction of Civic Education as a teaching and examinable subject in secondary schools in the country whose main objective is to broaden the understanding and appreciation of democratic values in the governance of the country.

The Zambian government introduced free education from grade one to seven in 2003 and has been providing free teaching and learning materials for all primary schools. It also offers bursaries to orphaned and vulnerable children in primary and secondary schools.

In 2003 and 2010, government abolished examination fees for national examinations for Grades 7 and 9 respectively in an effort to enhance the provision of free education up to secondary level. Therefore examination fees are only paid for grade 12 national examinations.

Government has further introduced ‘Re-entry Policy’ which allows girls who fall pregnant while at school to go back and continue with their education. The policy has helped to attain the goal of education for all.

A feeding programme was introduced in schools called ‘School Health and Nutrition (SHN) in order to increase access to education for all children. Head teachers in schools are advised to enrol without asking questions as well in order to increase access. In recent years, we have seen the government embark on construction of more primary and secondary schools in the country.

The Copperbelt Province has seen unprecedented development in Child Rights activities. Many people have undergone training in Sweden and implemented different projects. Batch 7 piloted the formation of school councils on the Copperbelt province.

The team in batch 10 evaluated the impact of school councils in schools on the Copperbelt Province. It was observed that school councils were well established and performing quite well while the team in batch 14 rolled out school councils to primary

schools and one college of education. In these institutions sensitisation of staff and students was done before establishing the student councils.

The team in batch 16 explored the roles and relationships, power and assignments of school councils and student administrative bodies in selected secondary schools on the Copperbelt province. The project was based on article 3 and 12 of CRC which enhances provision, protection and participation.

The prefecture bodies work to enhance provision of education and protection of children. Generally, the Zambian school system follows the UK type which traces back to the missionary education in the colonial time. Prefects hold administrative responsibilities and are appointed by the administrators from senior classes. Therefore, prefects coordinate and organise discipline of the school on behalf of their appointers to whom they pay their allegiance.

Prefects not only enforce the school rules but are also expected to be examples to others in terms of maturity, conduct and work. Among the duties and responsibilities of prefect are: enforce dress code; monitor given area; protect school property; act as student leaders and report any violators of school rules to the administration. It should be noted that the said responsibilities for prefects were not supported by any written instructions. Furthermore the role of the prefects in school had not been captured in the Education act of 2011. The functions and roles of the prefects could be said to be a traditional practice.

However, the batch noted that very little was done to enable prefects participate in the school decision making process and then, the situation in Zambia was that school councils and prefects worked in isolation. This was noted to create misunderstandings as regards roles and responsibilities between school councils and student administrative bodies (prefects). The change project for batch 16, therefore, explored roles and relationships, power and assignments of student administrative bodies in selected schools on the Copperbelt.

Therefore, the choice of our project titled, “ To create a platform for the school councils and prefects bodies to work in harmony in three schools on the Copperbelt province “, has come at the right time when policy makers are pushing for the enactment of the new education act which has recognised the existence of child rights and school councils in schools. Our observation is that the link between the school councils and prefecture bodies is weak which has therefore created conflicts in their operations.

Purpose

The purpose of the project is to create a platform for increased cooperation and collaboration in the operations of the school councils and prefecture bodies founded in CRC.

Target Groups

Three schools on the Copperbelt Province have been chosen: Chingola Secondary School, Chililabombwe Secondary School and Kitwe Boys Secondary School. The same schools have been included in the batch 16 project.

1. Pupils

- Prefects: Head boys/girl and 12 other pupils per schools
- School councilors – 12 per schools.

2. Teachers

- Head teachers from the selected schools
- Link teachers – 2 per school
- Patrons for the prefects

3. Stakeholders

a) Authorities

- The Provincial Education Officer (PEO)
- The Principal Education Standards Officer (PESO)
- District Education Board Secretaries (DEBS)
- Administrators of selected schools Head teachers)
- Head teachers' Association (Copperbelt province)
- All change agents (Copperbelt)

b) Parents

- PTA chairpersons for the selected schools. The parents were sensitized on the project together with school administrators of the selected schools.

Activities

Reporting back in home country

The team arrived safely in Zambia on 25th May 2013. Their next task was to report back to the Provincial Education Officer. Due to a tight programme that the Provincial Education Officer had, the team finally met with him three weeks after coming back home from Sweden. A written report was submitted about the training in Sweden. The PEO seemed to have welcomed the project plan for batch 18 and pledged his support for the project.

Planning Meeting by Batch 18

The team had a planning meeting in preparation for the launch of the project plan. The team also invited some members of batches 16 and 14 to the planning meeting.

Below, change agents from different batches (Valentine Yumba batch 14) and (Elizabeth Ngonga batch 16) give support to members of batch 18 during the planning meeting.



During the planning meeting, members shared the topics for presentation during the launch of the project plan. The planning meeting took place on 21st June 2013 at the Provincial Office.

During the planning meeting, a programme for the launch was done. Below is a programme;

The guest of honor at the launch of batch 18 project plan was the Provincial Education Officer (PEO). Also present at the launch was the Principal Education Standards Officer. Others present were; change agents: Maambe Hamududu, K.K. Mwale, Valentine Yumba and Elizabeth Ngonga. The rest included the head teachers for Kitwe Secondary School, Chililabombwe Secondary School and Chingola Secondary School. The Education Officer for Teacher Education was also in attendance.

The PEO read a moving speech and set the tone for the meeting.

The team for batch 18 then followed with presentation of the project plan. It is also important to mention that other batches had given a background to CRC on the Copperbelt Province in particular and the Country in general. The response from the invited guests was quite encouraging.

Sensitisation of Participants/Target Schools on CRC and the Project Plan

This was regarded as the most important activity of the project plan. On 13th August 2013, the team invited the stakeholders from the three schools where the project would be launched. The meeting was held at Kitwe Boys Secondary School. The team oriented the stakeholders and got their views. In attendance for the meeting were head teachers, deputy head teachers, patrons/matrons for prefects, link teachers for school councils, three prefects and three school council members and one parent representative.

Plenary

The team engaged the participants by way of a plenary session. Schools were made to form three groups comprising prefects, school counselors, patrons and matrons for prefects and school council link teachers.

Each group was asked to come up with activities that they thought would be done together in school. Below are some of the proposed activities from the participants:

- Monitoring of pupils together.
- Working in the Production Unit together.
- Counselling Pupils together.
- Undertaking fundraising ventures together.
- Making school rules together.

The team provided guidance to the participants on the rights of child in a school set up. The participants were informed that education must be provided in a way that respects the inherent dignity of the child, enables the child to express his or her views freely in accordance with article 12(1) and to participate in school life in compliance with the values recognized in article 29(1) clearly requires that schools should be child friendly. Against that background, all the participants felt that making school rules together would increase participation of both prefects and school councilors in decision making. The methods of formulating school rules were left to individual schools.

Feedback

The following was the feedback from the participants:

- The stakeholders welcomed the project plan and pledged their support.
- One of the parents' representatives felt that the participation of pupils in the formulation of school rules was long overdue.

- The prefects and the school councils pledged to work together in the formulation of school rules and subsequently in the management of the affairs of all pupils in Schools.
- Both parents and the School administration called for sensitisation of all stakeholders in the Schools on the Project plan.
- The formulation of the school rules would start immediately but come into effect by January 2014

Method of formulation of school rules

The method of formulating school rules was left to individual schools. The common features in all the schools involved sensitisation of fellow pupils by the school council and the prefects on the importance of participating in decision making in the management of the school through formulation of school rules by all stake holders.

Stage 1

Sensitisation exercise by the prefects and school council to the fellow pupils on formulation of school rules

Stage 2

Submissions of proposed school rules by classes to the committee of prefects and school council. These were additional rules and amendments to the old rules proposed by each class council.

Stage 3

The proposed school rules are submitted to the school administration for further guidance and later returned to the class councils for further debate .Then the final submission was done.

Stage 4

The school rules are submitted to the parents for adoption and later to be institutionalized.

Appendix 2 and 3 show the old and new school rules at Kitwe boys Secondary School.

Stages 1 up to 3 were done between December 2013 and March 2014. The last stage, stage 4 was finalized between April and July 2014.

During the mentor's visit from 8th March to 12th March, 2014 schools made a presentation on what they had done.

Below is the picture showing the mentor's visit (Bodil) at one of the project schools 2014.



International Seminar

Zambia hosted the international seminar of Child Rights, Classroom and School Management for batch 19 in 2014. It was held from 16th to 26th March 2014. The Copperbelt Province was host to the seminar. The seminar was graced by deputy minister for Ministry of Education. Their dignitaries present were the Deputy Permanent Secretary for Education, the Provincial Education Officer for Copperbelt Province and Southern Province and all the change agents from members of batch 1 to members of batch 18.

The Zambian chapter did make a presentation on the progress made from 2007 to 2014. It was quite interesting to hear the minister making a declaration that the country would do away with the traditional prefecture body and replace it with the school council which was already enshrined in the Education Act of 2011.

The school council representative of the Zambian chapter made a presentation where they highlighted their achievements. The most catching one was the increased participation of learners in decision making at school level.

Follow up Visits

Follow up visits were made to the project schools on different and many occasions. During these visits, change agents gave guidance and suggestions on the process. In the process, change agents also learnt on the methodologies used to formulate the school rules.

In all the project schools, 'wh' questions were asked in order to understand the root each school had taken to get to new school rules such as: How was it done? Who did it? What change has the project brought? When was it done? And at what points were different target groups involved in the process?

From the discussions, it came out clearly that there was interference as the pupils formulated the rules, pupils were excited about the project as they never thought such a thing would happen, the administrators respected children's opinions while they advised, it has brought about a sense of ownership and pride, it has enhanced the sense of responsibility in the pupils and it has helped develop leadership qualities in the pupils.

Appendix 4 is an example of the proceedings of the follow up visits.

Despite using different methods in the process of formulating the rules, all the schools finished the process and the new rules are in force.

INDABA

The indaba was held in Chingola town on 15th August 2014. The guest of honor during the indaba was the Principal Education Standards Officer. In attendance were all change agents based on the Copperbelt province, the target schools and representatives from the parents.

During the indaba, all the three project schools made presentations of their projects. Also in attendance were pupil representatives from all the secondary and primary schools in the province.

From pupils' presentations, the attendants heard that all the three schools had finalized the formulation of school rules and the new or amended rules were in force; students did not have much problem following the rules because they formulated them on their own; on the other hand, students feared to break some the rules because of the heavy penalties which were attached to the rules; students had become responsible as they could even make programs of action for themselves and the school environments had generally improved as students had stopped throwing litter anyhow. In addition, results in the three schools had also improved since batch 16 started its project.

There was a sense of pride among the students and the presence of each body was appreciated by all students as the two bodies were now working together all the time.

Despite using different methods in the process of formulating the rules, all the schools finished the process and the new rules are in force.

It was noted that pupils had developed their public speaking skills, leadership skills, management skills, togetherness, maturity and sense of ownership. The pupils had also become more articulate of their rights and responsibilities. Students expressed happiness that such an opportunity had been given to them and had culminated into peace as well as harmonious collaboration between them. This emanated from formulating school rules together.

These are some of the photos for the indaba proceedings:





The three schools in the batch 18 project made their presentations. It was quite delighting to see both prefects and the school council working together in harmony and more so having a common goal of participating in decision making in the management of the school. The guest of honor was delighted to hear that the prefects and the school council had come together and formulated the new school rules together. It was a new dawn as it had never happened anywhere in the schools. The guest of honor praised the members of batch 18 for coming up with such a progressive project plan which had created a platform for the two bodies of students working together and in harmony. She mentioned that the conflicts that had existed in schools would be a thing of the past. She further urged the members of batch 18 to roll out the project to other schools in the province and country wide.

Results

The purpose for which the project was undertaken had to a greater extent yielded fruits through the activities are ongoing. The project had created a platform for both prefects and school councils in the three schools to work in harmony and with increased cooperation. The students have realized that they had a greater role to play in making the schools child friendly. The platform has increased the space of action for their participation in decision making. The students are contemplating forming one leadership body of students. They were proposing a lot of names such as "students council" with its foundation based on CRC norms. The project has also created awareness of the Child Rights to all stakeholders, especially to the parents.

Class councils and prefects in all the three project schools have formulated school rules together. All the pupils were governed by the new set of school rules. There was unity of purpose in the schools and the divisions that had rocked the schools on the basis of administrative superiority were no longer obtaining in schools. The level of responsibility in the pupils had increased and thus less work for the school administration. Pupils in the process had developed various skills. There was openness between pupils, teachers and administrators.

Discussion and Reflections

- The project plan had progressed according to the schedule of activities on the time chart.
- Participation in decision making by the prefects through formulation of school rules was a great achievement.
- Support from the parents was encouraging. The parents were eagerly waiting for a full implementation of the project in their respective schools.
- The School administrations were equally delighted with the project as they felt that all stakeholders would own the school rules through their involvement in formulating them.
- Pupils had developed a lot of skills, such as managerial, public speaking, sense of responsibility, self-motivation.
- The schools were becoming conducive for learning all life skills other than just curricula activities, in line with CRC norms.
- It was incumbent upon the members of batch 18 to take a lead in the role out of the project to all the schools in the province.
- The two student bodies operate together. When dealing with offenders, both bodies are represented; prefects now use friendly language to offenders. Generally all tasks are performed together.
- They have started forming committees through which the bodies work – academic and disciplinary committees,
- Both prefects and school council are represented on the school governance body.
- There is mutual understanding between the two bodies.
- Pupils with disabilities are also actively involved in CRC activities.

Challenges

- It will take some time for both teachers and school authorities to come to terms with the changes that were taking place in the students' governance system.
- The transition period from prefecture system of governance to the proposed student council needs support from all the stakeholders especially the production of supporting materials which require financial support, otherwise may delay its implementation.
- Despite the fact that all have started working together and they are enjoying the harmony in operating almost as one, both pupils and teachers are skeptical about having one student body. Many people feel more time and education needs to be given for the idea to sink and to find a better way of evolving. At the moment, both bodies are enjoying the harmony in their operations.
- The project was running as a pilot project in three secondary schools out of 100 secondary schools on the Copperbelt province. There is need to roll it out to all secondary schools.

Way Forward

The project has achieved its purpose of creating a platform for the two bodies to operate in harmony. With the teamwork among change agents on the Copperbelt, the project can be rolled out to all other schools. CRC work is quite advanced on the Copperbelt Province because it is supported overwhelmingly by all head teachers of schools. They have taken it as their responsibility and they budget for it every year.

A combined team of prefects and school councillors from the target schools would embark on a project to sensitize other schools on the need to participate in decision making and champion the rights of a child through participation in decision making.

The change agents in the Copperbelt province should continue collaborating in order to strengthen the change projects. However, the collaboration should cut across the country in order to strengthen the change projects at national level. The Copperbelt province would be used as a model province due to its advanced stage in child rights activities.

The Deputy Minister, during the launch of batch 19 International Training Program did mention that he was delighted with the progress made by Copperbelt province and urged the province to be a model to other provinces. The change agents in the province would draw up a program to reach out to the entire nation.

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- Ministry of Education,(1996).*Educating our future*, Government Printers: Kitwe, Zambia.

APPENDICES

Appendix 1

Programme for the Launch of Batch 18 Project Plan-9th July 2013

TIME	ACTIVITY	RESOURCE PERSON
09:00 HOURS-09:30 HOURS	ARRIVAL OF INVITED GUESTS	BATCH 18
09:30 HOURS-09:40 HOURS	PRAYER/INTRODUCTION	PRCC (KITWE)
09:40 HOURS-10:00HOURS	OFFICIAL OPENING	PEO
10: 00 HOURS-10:15 Hours	OBJECTIVES OF THE MEETING	BATCH 18
10:00 HOURS-10:30 HOURS	PRESENTATION	BATCH 16
10:30 HOURS-10:40 HOURS	PLENARY	PRCC (KITWE)
10:40 HOURS-11:00 HOURS	EXPERIENCE FROM BANGKOK CONFERENCE	SESO-ODL
11:00 HOURS-11:10 HOURS	PLENARY	PRCC (KITWE)
11:00 HOURS	OFFICIAL LAUNCH OF BATCH 18 PROJECT PLAN FRAME OF REFERENCE PURPOSE SCHEDULE OF ACTIVITIES	BATCH 18 (TERRY) BATCH 18 (MISOZI) BATCH 18 (SHELLY)
	PLENARY	PARTICIPANTS
	REMARKS	PESO
	CLOSING REMARKS/PRAYER	PRCC (KITWE)

Appendix 2

Kitwe Boys Secondary School old school rules

1. Fighting,Bullying,Mockery insulting language and dodging are prohibited.
2. Bars and other drinking places are out of ounce. No Pupil is allowed to drink beer or any other form of alcohol.
3. Smoking and use of intoxicating drink are strictly prohibited.

4. Insubordination to members of staff, prefects and monitors and any person in authority are forbidden.
5. Pupils must attend all lessons for which they are time tabled for. Absence from lessons or truancy is an offence which is punishable. Permission to leave school can only be granted by the school deputy head teacher or the head teacher.
6. Prep is compulsory and silence must be maintained.
7. Punctuality must be observed in all school activities.
8. No furniture shall be removed from the classrooms.
9. Damage, breakage or theft of Government property must be reported to the school authority.
10. All illness and accident must be reported to the teacher on duty immediately.
11. Writing (or sticking Pictures) on walls, desks and chairs without the authority of school is forbidden.
12. No pupil should temper with electrical fittings and apparatus anywhere in school.
13. No pupil is allowed to bring a radio, camera, electronic material or cell phone in the school premises.
14. All correspondence to Government departments must pass through the head teacher's office.
15. All pupils must sing the national anthem.
16. Pupils must put on school uniform at all times.
17. The administration block was out of bounce to pupils. The head teacher must be seen only when it is necessary.
18. Pupils must be clean and smart at all times. Classroom and the entire school must be kept clean at all times.
19. All pupils must conduct themselves in a manner which is morally and highly conducive to learning.
20. Lack of common sense is punishable.
21. All pupils must sign the anti-riotous behaviour pledge form.

Appendix 3

New School Rules

1. All pupils should belong to a club of their choice.
2. Pupils found breaking school rules will be subjected to counselling by a group of fellow pupils.
3. The use of electronic gadgets in school is not allowed unless one gets permission from the Head teacher.
4. Punctuality should be observed by all pupils.

5. All teachers who fail to report for work should be reported to the School authority.
6. A pupil's hair must not be cut in class. The culprit should be asked to apply corrective measures.
7. The administrative block is out of bounce during lessons.
8. Pupils should learn to be responsible by refrain from stealing school books and other property.
9. Pupils must not be punished during lessons.
10. Pupils must be accorded a chance to explain reasons for being in conflict with school rules.

Appendix 4

Batch 18 minutes of school follow up visit

DATE OF MEETING: Wednesday 12th February 2014

TIME: 1300 HOURS – 14 30 HOURS

PRESENT: MISOZI, SHELLY AND ELIZABETH

PURPOSE OF VISIT: To follow up on the project implementation, to understand what the two student bodies are doing together.

DETAILS OF THE MEETING

A good number of questions were asked and below is the progression of the meeting. Misozi called the house to order and asked the student class and school representatives about what they remembered about batch 16

Pupils responded that batch 16 tried to help the two bodies work together as one. Misozi asked Elizabeth, a batch 16 member to give an update of their project. Elizabeth gave the update

The meeting went on with questions and answers as follows:

1. What is batch 18 trying to do?

They are trying to help the two bodies to make decisions together.

2. How did you proceed to formulate the rules?

Each class council was given a task to identify problems, then the rules to help solve the problems. For example the Drama club performed on the rules and this was the Launch. The suggested rules were then given to the administration.

3. Were the parents involved?

Parents were given a slip for new school rules on the open day so that each got the rules. Parents had a place to sign together with the pupil. The parents signed if they agreed with the rules. The school called for openness.

4. When formulating the rules, was there a teacher to give guidance?

No. For total ownership, we formulated the rules ourselves.

We even have penalties for each rule. For example: if you jump over the security wall, you buy a pocket of cement, if you graffiti, you buy a tin of paint.

5. Who ensures that all rules are followed?

All pupils are on duty and should be punished for not reporting offenders.

6. Where you involved in the last part of the formulation of the rules?

Each pupil was given copy and all the rules submitted by pupils were taken on.

7. Did every rule go through?

Only one girl complained that their rule was not taken. This was a rule concerning the wearing of earrings.

As pupils, they were happy with what was picked and what was dropped.

8. The Link teacher explained that the rules went through stages as follows:

(i) Submission

(ii) Scrutiny

(iii) Adoption

(iv) Returned to pupils

(v) Implementation

The rules were effected in the 3rd term last year.

9. Are there changes since the rules were put in place?

Yes. There is no graffiti and girls stopped treating their hair.

10. How is the relationship between teachers and pupils?

Pupils behave because they fear to be chased if they break the rules.

Teachers know that they do not have to use abusive language to pupils.

If the teacher is absent, the school council makes a follow up.

Teachers communicate their programme and leave their work with colleagues.

The monitor keeps the period register.

11. What was the reaction from teachers?

We have not had any challenge from them

12. Was there a stage, when parents were involved?

The rules were given out to pupils to take to their and they agreed and signed them.

13. Has there been a meeting with the parents to discuss the rules?

28th February has been set for the Annual General Meeting. The head boy and the president will attend and we shall discuss the rules.

14. What could be the reason in the improvement of results from 50% to 84.2%?

Because of the rules, pupils do not come drunk, do not dodge and smoke. Previously the rules were only given at grade 10, but now with the formulation of schools rules, pupils are frequently reminded about the rules. There is enforcement. We read through the school rules every Friday.

Grade 8 and 10 had a meeting; they came with their parents, where the school rules were explained. School council oriented them, and the school head teacher mentions the school rules at every assembly.

15. TERM ONE 2014 WORK PLAN

The students had a work plan in place as below:

DATE	ACTIVITY	COMMENT
27/01/2014	Formulation and distribution of pass cards per class	Done
3/02/2014	Grade 8 sensitisation about the school council	Done
4/02/2014	Grade 8 class council elections	Done
7/02/2014	Grade 10 sensitisation about the school council	Done
8/02/2014	Grade 10 selection of class council	Done
14/02/2014	First School Council Meeting	Done
7/03/ 2014	Careers/Talent Show to fundraise for the School Council	Not yet done

Shelly commended the pupils on their ownership of the rules. Shelly and Misozi, thanked the school representatives and class representatives for their hard work and commitment, especially that they were able to scrutinise the rules and keep only what was useful. Misozi further commended them on their responsibility and the good results. She informed them about the mentor's visit in March.

3. SUMMING UP

In this chapter we, the Lund University mentors ³, 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 endpoint and without special funding. Many of the projects have started change processes which will most probably continue and branch out, which is what happened in the previous 17 batches which all together included more than 160 country teams. The first teams started the programme in 2003-2004, which is more than 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 Projects

In the matrix (table 1) we have summarized all mentioned *purposes/aims* and *target groups* of the 10 change projects in all the final reports of batch 18 to get a clear overview. Horizontally are the focused target groups and vertically are the purposes/aims.

³ The Lund University mentors in the Advanced International Training Programme *Child Rights, Classroom and School Management* responsible for this summarizing chapter are Bodil Rasmusson, Lena Andersson, Agneta W Flinck, Ulf Leo and Per Wickenberg.

Target groups:	Teachers	Students/ learners	Principals, staff	Parents	Local or Regional officials	Teacher Trainees	Teacher Trainers	Policy makers and admini- strators
Purpose/aim								
Improve the implementation of CRC in relation to positive discipline.	x	x						
Implement CRC based participatory approach in teaching at the three colleges/ universities						x	x	
Improve parental involvement and their cooperation for conducive learning and teaching environment as outlined in the CRC.		x		x				
Improving child participation in schools.	x	x						
Improve relationship between teachers and students in order to increase students' participation in the classroom and thus improve their achievements.	x	x						
Strengthen CRC throughout the state by providing proposal to the policy makers and administrators for integrating CRC inputs in the ongoing revision of primary school curriculum.					x			x
Create an improved and safe learning environment in schools through community participation in coordination with the teachers.	X			x				
Address the coordination problem as well as the existing knowledge and skill gaps among the existing co-curricular/clubs activities and to systematize child right interventions.	x	x	x	x				
Enhance teachers' and tutors' competences in the use of rights-based (child friendly) methods to promote children's participation, application and transfer of knowledge gained in school to daily life situations through Whole School Approach (WSA).	x			x		x	x	

Table 1. Purpose and target groups of the Change projects. One change project can have more than one target group (x).

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 teachers followed by students, and parents. Increased participation – mainly by students – is a common denominator for most projects in batch 18 (see also section 2 below). What also could be seen in the projects of batch 18 is that some projects are based on already started change projects.

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.⁴

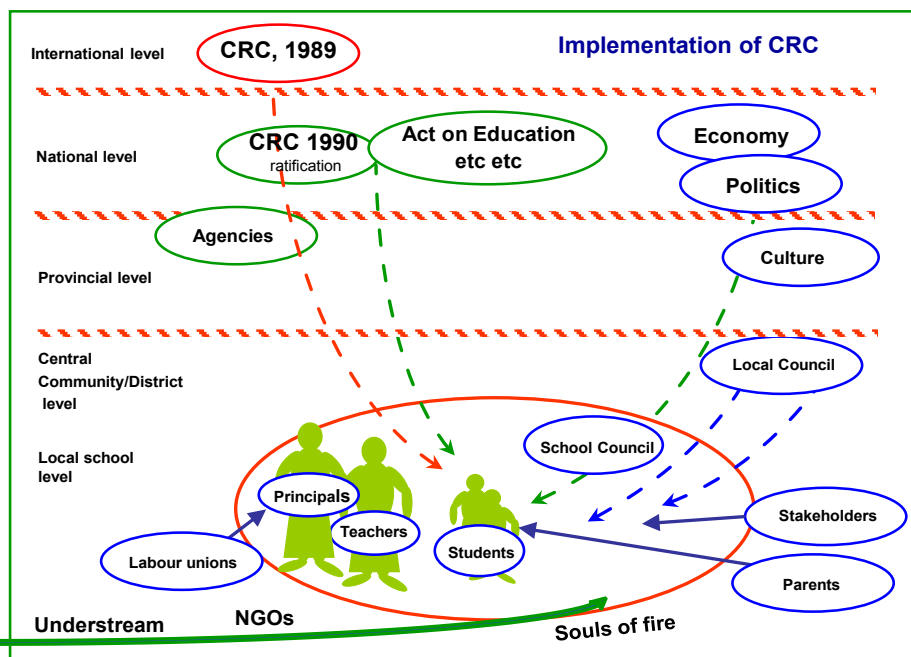


Figure 1. Implementation of CRC at three socio-administrative levels: National/State; Provincial / Regional, and Local School/Community level (elaborated according to Wickenberg, 1999).

⁴ 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.

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.

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 ⁵. The mentors screen the countries with the CRC-3P s perspective in the ITP on Child Rights Classroom and School Management.

Table 2. Shows the main focus (protection, provision and participation), and the starting point in the 10 Change projects in batch 18 (and here could be more than one of the Ps).

CRC-focus	Participation	Protection	Provision	All 3 P:s
Total	7	1	1	2

All projects in batch 18 use one or two Ps, more or less distinctive in the text. Seven projects have a main focus on participation and one of them also include protection or provision. Two of the projects are very general as to the purposes and include all three Ps. Most projects use participation as a starting point and a means to also get provision and protection for the students/learners.

⁵ Verhellen, E. (2000). *Convention of the Rights of the Child: background, motivation, strategies, main themes*. Bruxelles: Garant.

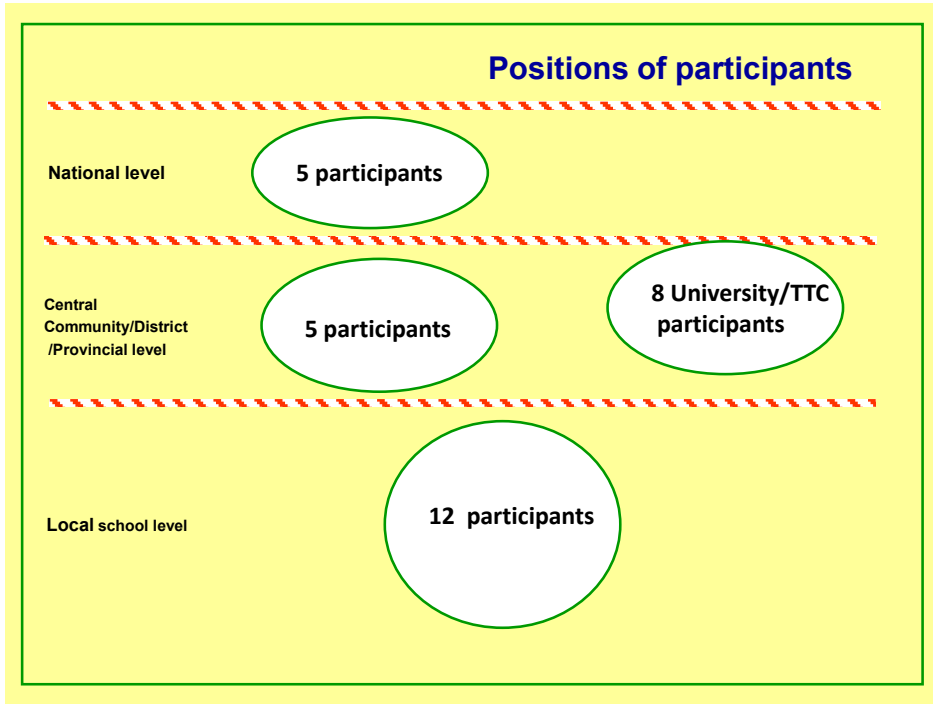


Figure 2: The participants in batch 18 were recruited, as shown in this figure, from the three socio-administrative levels: National/State; Provincial/Regional, and Local School/Community level. *The graph shows the distribution of the participants (in total 30 Change agents).*

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 18 with a majority of them having their positions at the provincial/regional and local levels.

The change projects and the three socio-administrative levels

In the chart below (figure 3) we summarize where the change projects started and/or where they are taking place, using the same manner as above but here to plot the level of the change projects in Batch 18. Most change projects are applied at one level (local school level), and two change projects are targeting teacher trainers and teacher trainees at teachers training colleges.

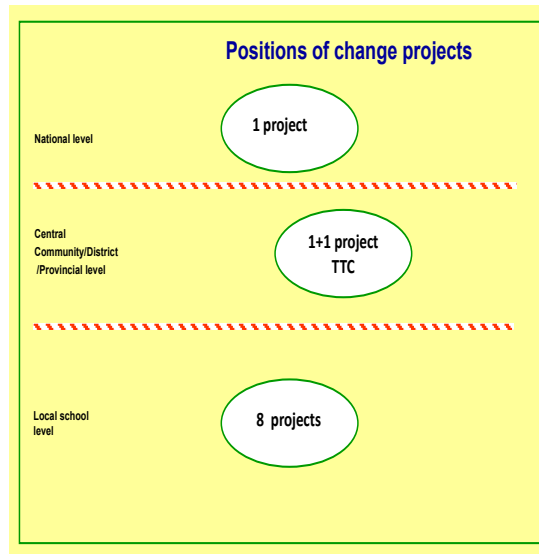


Figure 3. The 10 change projects in batch 18 are active on all three levels, one project is working in teacher training but also at regional level in other aspects.

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 experiences to other schools. If the position of the projects in batch 18 is compared to the distribution levels of participant representation it is clear that even if most of the participants are from central community/district *and* national level (18 change agents), the projects are still implemented in most cases at local level (8 change projects). Two change projects are based on the district or provincial level (TTC, Teacher Training Colleges or Universities).

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 the project, 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 18. 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*. Introducing the purposes mentioned above in many cases involves change of attitudes, norms and behaviours. It is not easy to change attitudes and sometimes deeply rooted action patterns in e.g. disciplining children through corporal punishment. What we have seen over the past 10 years in batches 1 – 18 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. In many projects 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 P s, 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 is the project. Transport also takes a lot of time specifically in 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 as the change agents must continue with their regular work. 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 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, bureaucracy, 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 from parents 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.

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 18 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, development of methodologies as well as access to 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 18 guidelines, booklets, support materials for teachers and teacher trainers, 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 and to networks in the ongoing work with CRC.

Connect to the national network

In all of the countries in batch 18 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 even more frequent now – and also after the Impact and Dissemination Seminars in Bangkok 2, June 2013 – when the national networks are more established and known within the educational sector in the country at stake.

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.

4. Concluding remarks

This is *the seventh book* published in this ITP programme. When comparing analysis and comments between the different batches from batch 12 and forward to batch 18, we find similar patterns regarding recruitment of participants from different levels as well as orientation of the projects. Most projects in all batches are found on the local school level. It has become increasingly frequent that different projects link into each other.

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 seven batches* – and maybe participation is used as a means to also include issues of protection and provision in their projects for change. Participation represents a new view upon the child and how to work to create better conditions in schools. Participation is so far, in many cases, only introduced in the curricula but still not implemented in broader scale.

Summary of some of the most common challenges and suggestions and ideas for the way forward shows similar patterns from batch to batch. But we find also that many teams are building on what previous teams have started which add values and increased possibilities for sustainability of the results. This progression could also make it easier to overcome different challenges.

There are clearly several passionate and committed team members in batch 18 as in the other batches, who are *real change agents* and are ready to work and support their own change project for quite some time to come and also to support change projects from other teams. That alone fulfills the overall goal of the programme.

4. CONTACT DETAILS

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Child Rights, Classroom and School Management, Batch 18, 2013a

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 18 with change agents from China, Egypt, Ethiopia, India, Malawi, Mozambique, Namibia, South Africa, Uganda, and Zambia.

ISBN: 978-91-980535-3-1



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