



LUND UNIVERSITY

International Studies on Enactment of Children´s Rights in Education

30 researchers from non-western countries

Wickenberg, Per; Rasmusson, Bodil; Leo, Ulf

2019

Document Version:

Publisher's PDF, also known as Version of record

[Link to publication](#)

Citation for published version (APA):

Wickenberg, P., Rasmusson, B., & Leo, U. (2019). *International Studies on Enactment of Children´s Rights in Education: 30 researchers from non-western countries*. (Research Report in Sociology of Law; Vol. 2019, No. 3). Sociology of Law, Lund University.

Total number of authors:

3

Creative Commons License:

Unspecified

General rights

Unless other specific re-use rights are stated the following general rights apply:

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

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

Take down policy

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

LUND UNIVERSITY

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

International Studies on Enactment of Children's Rights in Education

30 researchers from non-western countries

Per Wickenberg, Bodil Rasmusson & Ulf Leo (eds.)

Research Report in Sociology of Law 2019:3



International Studies on Enactment of Children's Rights in Education

30 researchers from non-western countries

Per Wickenberg, Bodil Rasmusson & Ulf Leo (eds.)

SOCIOLOGY OF LAW
LUND UNIVERSITY

För en komplett förteckning över bokutgivningen vid
Rättssociologiska institutionen, Lunds universitet,
se slutet av boken

Sociology of Law Research Report 2019:3

Copyright the authors 2019

Editor Per Wickenberg, Bodil Rasmusson & Ulf Leo

Cover picture Gunnar Menander

Typesetting Jonas Palm

Production Media-Tryck

Print Media-Tryck, Lund University, Lund, Sweden 2019

ISBN Tryck: 978-91-7267-419-6

PDF: 978-91-7267-420-2

ISSN 1404-1030

Publishing and distribution

Media-Tryck

Lund University

Box 117

SE-221 00 Lund, Sweden

E-post bookorder@service.lu.se • www.bokshop.lu.se

Table of contents

Introduction.....	5
Abdelwahah Nasrallah, Omnia	
“From A Climax to A Resolution”: Social - Emotional Learning and Bullying Prevention.....	9
Augustine, Bobby, Vincy Abraham, Bindu P. Nambiar & George Joseph	
A Comparative Study of Children’s Rights of Tribal Children and Non-Tribal Children in Kerala, India.....	23
Bandyopadhyay, Madhumita	
Understanding the Linkages of Gender and Poverty in Addressing Children’s Right to Education in India.....	41
Bhaskaran, Pakkam	
A study on child rights and academic achievement of tribal students of secondary schools in Kerala, India	71
Chandrikalayam, Naseema	
Right to Education of the Children of Migrant Workers of Kerala - An Analysis	89
Chishiko, Stephen, Chilobe Gladys Malambo & Mambe Miyanda Hamududu	
An Assessment of the Involvement of Learners in School Governance - A Case of Selected Schools in Western Province, Zambia.....	99
Hikmat, Mauliy Halwat, Muhammad Thoyibi & Aryati Prasetyarini	
Child Rights to Participation and its Enactment in some Indonesian Schools: Teachers’ Perspectives.....	119
Leo, Ulf, Bodil Rasmusson & Per Wickenberg	
Children’s Rights in Schools: from International Initiatives to Local Implementation.....	135

Narisu, Wuyungaowa, Haiyan Wu & He Zhiying	
Enactment of Child Rights in Teacher Training Curriculum and Programs at Inner Mongolia Normal University, IMNU: A case study of 15 years work	161
Nguyen, Xuan Hai	
Ensuring the Rights of the Children with Autism Spectrum Disorders in Vietnam: Reality, Challenges, and Solutions.....	177
Onyango, Carolyne L. A.	
Discipline Through Collective Co-parenting: Case of Mothers' Day Rights-based Participation Activities at Kapkoiga Girls High School in Kenya.....	201
Rubio, Saavedra Bibiana, Sara Victoria & Alvarado Salgado	
Right to Political Emotions at School	221
Senowarsito & Yuli Kurniati Werdiningsih	
Empowering Student's Participation in Establishing School Disciplines	245
Sun, Xiaorui	
Learner Participation in Technology-Enhanced Classrooms: Language Teachers' Perceptions	259
Wu, Haiyan, Surina, Xiaochun Wu & Yu Zhang	
Improving Middle School Students' Participations in Classes through the Implementation of CRC-based Participatory Approach: Three Cases in Inner Mongolia, China.....	279

Introduction

The UN Convention on the Rights of the Child (UNCRC or only CRC) is a human rights legal document decided and adopted by the UN General Assembly in November 1989. This international convention has had a major impact on children's rights, policies and legislation in many countries around the world.¹ Another prominent feature of the development, however, is the lack of research in many areas on implementation of children's rights. This underline the importance of a book like this with contributions from countries seldom represented with research in their own context. This special character of the book has made the editorial work meaningful.

This book has been initiated by researchers at the Child Rights Institute, Lund University, a research network with the aim to act for and support the rights of the child in different contexts, national and international, in research, in education or in other relevant practices. The Institute gather researchers to stimulate and to support new and continued research with a point of departure in the CRC. It provides an open and suitable arena for researchers to publish new material on implementing CRC in society. Invitation of researchers from our global network to contribute to an anthology was therefore fully in line with this ambition. Fifteen new international studies on the enactment of children's rights in schools and education are presented in this book.² The authors are researchers from Colombia, Zambia, Viet Nam, Egypt, India, Kenya, Indonesia and China. They are researchers and scholars active in many different academic environments as research universities (Indonesia, Zambia, China, Kenya, Egypt, and Sweden), teacher training universities (China and India), National University of Education (Viet Nam, Colombia), Institute of Social Work and Health (India), District Teacher Training Institution, DIET (India).

1 <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx> (accessed on 2019-08-16)

2 This book, and a lot of CRC reports and books – more than 250 – are easy to find and download from the Archive and Country Pages on the open, online and free Global CRC Platform run by Child Rights Institute, Lund University: www.globalcrconline.org

Background

Most of the authors in this book are researchers connected to a global network emanating from an international training program called “Child Rights, Classroom and School Management”. This training program was run during 15 years by Lund University and sponsored by Sida (The Swedish International Development and Cooperation Agency) with the mission to reduce poverty in the world. The main goal for Sida has been to provide empowerment to further develop the participants’ competence when initiating change processes based in the CRC in their own countries. Sida has provided funding for the training program but they have not funded any of the change projects implemented in connection with the training program. That is done and paid by the participating countries and participants, here called “the change agents” (Ellickson 2001).

The Swedish chapter (no 8) gives an overview over the mentioned programme. The aim is firstly to gain an understanding of how the CRC can be used to bring about change in schools and in the classroom. The chapter’s secondary aim is to analyse and reflect on, from a norm perspective, how the Convention on the Rights of the Child (CRC) has contributed to bringing about change at different levels of the participating countries’ education systems.

During these 15 years (2003-2018) with this international program for professionals within the education system on different levels, we have trained more than 650 school leaders from about 25 countries.³ English has been the medium of instruction. Each country team consists of three persons for each batch of ten countries, in total 30 “change agents”. They all started making concrete changes in education in their home countries. All of them were at the same time university teachers, teacher trainers, headmasters, researchers, and education officers on different society levels. As the change work has generated many new and interesting questions, research and evaluations have become more and more urgent. Many of the participating countries have, as a consequence, manifested and institutionalized the CRC-work in different centers and networks for child rights studies similar to the one in Lund.

³ The same CRC training program has also been given in Spanish and in French and another 200 educational school leaders from about additional 15 countries have also been trained by now.

Authors and Content

A majority of the 30 authors from different countries in this anthology are change agents and also researchers. The three Swedish editors (as well as authors of one chapter) have been working as lecturers and mentors in the training program in close cooperation with the change agents. Per Wickenberg, Bodil Rasmusson and Ulf Leo worked at Lund University during the whole period of the programme. All authors have a lot of concrete experiences to share in this book on implementation of new legal and social norms in society.

All chapters take their point of departure in articles in the CRC with focus on different aspects and perspectives on the Enactment of Children's Rights in Education and Schools.

The subjects or focus for the international research presented are varied and focusing many serious and complex problems. Except for referring to the CRC as such – these are some of the themes:

- Students' participation in CRC in schools – students' and teachers' perspective
- Establishing school discipline in schools
- Teachers training on participation in teacher training universities
- Tribal students and their academic performance
- Children of migrants workers right to education
- Ensuring the rights of children with autism spectrum
- Involvement of learners in school governance
- Mothers involvement in change work through collective co-parenting
- Bullying prevention in schools
- Gender and poverty in children's right to education
- Right to political emotions at school

This book could be seen as a step in further international research cooperation on the Convention of the Rights in Education. To be continued...

Editors

“From A Climax to A Resolution”: Social - Emotional Learning and Bullying Prevention

*Omnia Abdelwahab Nasrallah*¹

¹ Portsaid University, Egypt

Corresponding author: omnia.nasrallah@gmail.com

Keywords: Bullying, Prevention, Social emotional learning, Story telling

Introduction

Bullying is a pervasive global phenomenon that may encompass all forms of violence and incorporates a wide array of behaviours that include social exclusion, cyber bullying, verbal hate language, and public humiliation. Pearl, Donahue, & Bryan (1986) consider bullying a very complex social phenomenon since "victimization rarely occurring in isolation of other behaviours or social interaction". American Educational Research Association (2013) asserts the perilous effect of the act of bullying:

Bullying presents one of the greatest health risks to children, youth, and young adults in U.S. society. It is pernicious in its impact even if often less visible and less readily identifiable than other public health concerns. Its effects on victims, perpetrators, and even bystanders are both immediate and long term and can affect the development and functioning of individuals across generations (p.1).

Thus, the act of bullying is a social construct, and socializing behaviours, influences, and supports socially that should be prevented by empowering students' social and emotional skills. Cohen argues (2006) that "the goals of education need to be reframed

to prioritize not only academic learning, but also social, emotional, and ethical competencies" (p.201). Zins et al. (2007) asserts as well

Genuinely effective schools those that prepare students not only to pass tests at school but also to pass the tests of life—are finding that social–emotional competence and academic achievement are interwoven and that integrated, coordinated instruction in both areas maximizes students’ potential to succeed in school and throughout their lives (p.1).

On the other hand, Cohen (2006) traces social emotional learning origins and concludes it is not alien to teaching and learning practices. He asserts that Egypt, and India, the teaching of children has been first and foremost a socialization process and that the notion of emotional learning matters is ancient as well as the words “know thyself” were carved on the wall of the Oracle of Apollo at Delphi 2500 years ago and served as an organizing idea for Greek society.

In simple terms, social and emotional learning (SEL) is "the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others, competencies that clearly are essential for all students" Zins et al. (2007), affirms. SEL is described by the Collaborative for Academic, Social, and Emotional Learning (CASEL), as the process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to recognize and manage emotions; developing caring and concern for others; making responsible decisions; establishing positive relationships; and handling challenging situations capably. Within the SEL framework, there are five interrelated skill areas: self-awareness, social awareness, self-management and organization, responsible problem solving, and relationship management.

Thus, developing social–emotional competence is a key to success in school and in life as many recent researches verify: it plays a vital role in build friendship skills, and making positive decisions (Zins, Bloodworth, Weissberg, & Walberg, 2004). Research also shows that SEL has positive effects on academic performance, benefits physical health, improves citizenship, is demanded by employers, is essential for lifelong success, and reduces the risk of maladjustment, failed relationships, interpersonal violence, substance abuse, and unhappiness (Elias et al., 1997; Zins, Weissberg & Walberg, 2004).

In addition, many research efforts including the current work aim at empowering students encouraging them to apply SEL skills in preventing bullying : Bagdi & Vacca (2005) confirms that classroom management and social-emotional learning are related in a number of ways since Social- emotional skills are a foundation for children’s positive behaviours, Zins & Elias (2006) affirms the effectiveness of developing SEL

skills in resolving specific problematic behaviours such as substance use, interpersonal violence, bullying, and school failure, Bear & Watkins (2006) emphasises mastering SEL competencies results in a developmental progression that leads to a shift from being predominantly controlled by external factors to acting increasingly in accord with internalized beliefs and values, caring and concern for others, making good decisions, and taking responsibility for one's choices and behaviours promoting self-discipline as well. Espelage (2015) also asserts that school-based violence prevention programs that facilitate SEL skills, address interpersonal conflict, and teach emotion management have shown promise in reducing violence and disruptive behaviours in classrooms.

In spite of the growing empirical evidence regarding the positive impact of SEL programs unfortunately, "many students lack social-emotional competencies and become less connected to school, and this lack of connection negatively affects their academic performance" (Durlak et al., 2011). However, quality SEL instruction also provides students with opportunities to contribute positively to their class, school, and community and experience the satisfaction, sense of belonging, and enhanced motivation asserts Hawkins, Smith, & Catalano (2004).

Upon the previous researches' results the current paper investigates and empirically examines the effectiveness of a suggested strategy based on Social-Emotional Learning (SEL). Within the SEL framework there are five interrelated skill areas targeted: self-awareness, social awareness, self-management, responsible problem solving, and relationship management. Hence, the current paper is aiming at enhancing a wide range of early learners' social and emotional skills and testing its impact in bullying prevention in classrooms through introducing and tracing the effectiveness of a proposed strategy based on

In this study, it is hypothesized that direct instruction in the areas of self-awareness, social awareness, self-management, problem solving, and relationship management would serve as a vehicle to reduce bullying, victimization, and fighting over.

Thus, the study touches upon basic child rights that are granted by article 19 stressing the child's right in protection from abuse and neglect, article 12 on the child's opinion asserting his/her participatory right to be heard and express viewpoint freely, and article 29 on aims of education of education advocating child right in education that empowers them and improves their skills and abilities.

Practical Implementation: The Proposed Strategy

The proposed strategy requires the students to complete some character - based - stories from climax to a suitable resolution. The stories' protagonists are always subjected to bullying for different reasons. The students have to listen to first part of the story then to role play it before making up the rest of the story.

The first part is designed to reflect the victims' side of the story: their emotions and struggles providing an opportunity to think about the harmful consequences of bullying behaviours on others and on relationships aiming to develop the learners' awareness through perceiving, reasoning using, and understanding emotions.

The second part in which the students are asked to discuss and then complete the story provides an opportunity to think on how to respond appropriately in bullying situations aiming at developing problem solving and relationship management skills.

The outcomes are measured by teachers' reports and playground behaviours observation as well as a discourse analysis of the submitted stories. The study results show positive indicators of developing SEL skills and reducing bullying.

Methods

Participants Preparations for the Project

Data were collected in collaboration with a home-schooling support centre (Kangaroo) administrators, teachers, and social workers. Consent forms were mailed to parents whose children aged between six and eight and would like their son/daughter to participate in the four project workshops. Eight students' participation was approved.

At the beginning of data collection period, teachers were informed that the researcher is interested in sharing their observations of the (8) participating students' behaviours. An interview was held between the teachers and researcher to discuss the objectives and procedures of the current research, and the help that is requested from the teachers and the social workers who would like to participate. The researcher distributed a survey about the common types of bullying asking the participants to arrange them according to the most common to their practical experience with children. The survey result was a basis in choosing the workshops' story plot and their arrangement. Three teachers and two social workers confirmed their participation.

The participant teachers and co-workers are asked to observe the eight students' behaviours at the playground a week before project and classify them according to who each is most likely to be a victim, a bully or a bystander. These results are only used as to give a preliminary insight of the students' character during the analysis.

Procedures

The project is initially composed of four workshops. An additional workshop on physical aggression was added after the second workshop as one of the students suggested aggressive physical contact as a reaction to bullying. Each workshop is of ninety minutes (90 minutes) duration. The workshops themes and arrangement are covering the pervasive types of bullying according to the priorities the teachers' and social workers' survey pointed out. The workshop stories themes were arranged as follows:

- Verbal Abuse (name-calling)
- Shape Shaming
- Physical Aggression (fighting)
- Social Exclusion
- Disagreements and Disputes in team working.

The researcher prepared the five stories scenarios from introducing the characters, settings; rising with the plot to climax that introduces the bullying situation that the character is facing. The students are required to work together on two steps to complete the story from its climax to a suitable resolution.

The first part targets the enhancement of emotion identification: self-awareness and social-awareness. Thus, this part is designed to reflect on the victims' side of the story: their emotions, and conflicts providing an opportunity to think about the harmful consequences of bullying behaviours on others and on relationships aiming to develop the learners' awareness through perceiving, reasoning using, and understanding emotions. So, this part revolves around one key question: How does it feel? With three activities to catalyse reflection:

- Pick the emoji: the student has to pick an emoji that expresses the story character's feelings.
- Role-play: the students are asked to role play the first part of the story.

- Draw the face: the student is asked to draw the faces of the characters as he / she classifies them (victim / bystander/ bully).

The second part targets improving bullying prevention and intervention skills; change peer-group norms regarding bystander behaviour, positive behaviour support (friendly and inclusive), empower bystanders to prevent bullying; anger control strategies, relationship management, and create self- learned strategies based on SEL. Thus, this part revolves around one: What should happen? Thus, in this part the students are asked to discuss then complete the story provides an opportunity to think on how to respond appropriately in bullying situations aiming at developing problem solving and relationship management skills. So, this part introduces three activities:

- Brainstorming: What should she/he do? (Self-management / anger control)
- Discussion: What should the bystanders do? (Relationship management positive norms/ inclusiveness)
- Tell the story: the students are asked to work in a group to complete and role play the story (problem-solving skills and relationship management).

Each workshop is of ninety minutes duration. The session starts with the instructor introducing the characters, settings; rising with the plot to climax that introduces the bullying situation that the character is facing in ten minutes rest of the session is divided into two main stages and was arranged as follows:

Stage	Targeted Skills	Activities	Duration-
Stage one: How does it feel?	self-awareness, social awareness	Pick the emoji	10 min
		Role play	10 min
		Draw the face	15 min
Stage two: What should happen?	self-management, problem solving, relationship management	Brain storming	10 min
		Discussion	10 min
		Tell the story	25 min

Measurements and tools

The outcomes are measured by teachers’ reports and playground behaviours observation as well as a discourse analysis of the submitted stories. The instruments and tools are described as follows:

- Playground behaviour observations sheet:

The participating teachers and social workers are asked to observe students' behaviours in the playground before and after applying the suggested strategy workshops. The researcher submitted a check observation sheet of the targeted skills (self-awareness,

social awareness, self-management, responsible problem solving, and relationship management) on four levels: missing (0), unsatisfactory (1), emerging (2), proficient (3), or exemplary (4).

- Discourse Analysis of students' responses

The students were informed that all the discussions throughout the sessions will be recorded for later analysis as to provide evidence of the effectiveness of the suggested strategy. The records were transcribed and analysed by the researcher in the light of the targeted skills.

Limitations of the study

The study does not go without limitations. This study is considered a preliminary study due to the limitations of time, the small number of participants, and the lack of similar studies in the Egyptian context as far as the researcher's knowledge and available resources. Since this study proves the effectiveness further studies are recommended.

Results

This part introduces the results of both the qualitative and quantitative analysis of the data in order to compare them and discuss the results of the study. This is to measure the effectiveness of the suggested strategy and to elucidate the conclusions.

- Playground behaviour observations sheet:

In choosing a suitable statistical analysis method, the normal distribution of data was tested, taking inconsideration the sample volume which includes (8) students for the experimental group. So, non-parametric alternative methods for statistical analysis were used. Wilcoxon test concerning the difference between the ranks of the pre and post administration results was used as an alternative of T-test within groups (Whitley & Ball, 2002). Blake's formula (1966) was also used to ensure the effectiveness of the suggested SEL based strategy.

The results of the current study proved that the experimental group performed better in the post testing of SEL skills. The results showed that there was a significant difference at 0.05 between the mean rank of the experimental group pre and post-test administration results of the playground behaviour observation check list of SEL skills in general and its sub skills (self-awareness, social awareness, self-management, responsible problem solving, and relationship management), favouring the post

administration. Hence, the significant difference favouring the post administration might be due to the submission of the suggested strategy which is a proof of its effectiveness. The following chart summarizes the experimental group results:

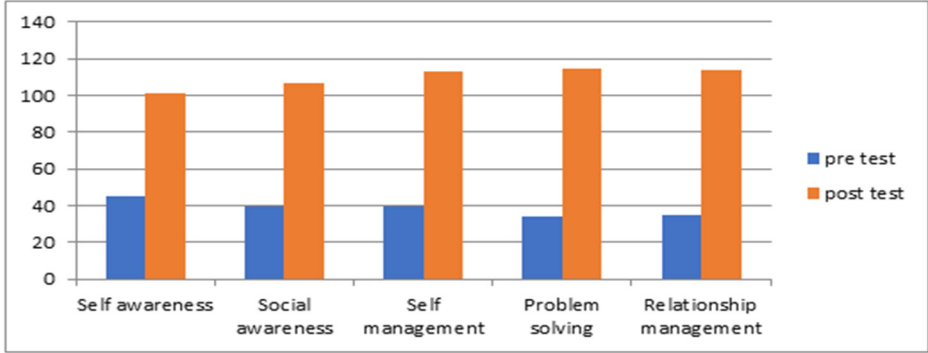


Fig (1)
Difference between post-test and pre-test results

Even in every individual case it was observed that there is a significant difference between the pre and the post administration results of the playground behaviour observation check list of SEL skills in general and its sub skills (self-awareness, social awareness, self-management, responsible problem solving, and relationship management), favouring the post application. The eight members of the experimental group post administration results exceeded the pre application results.

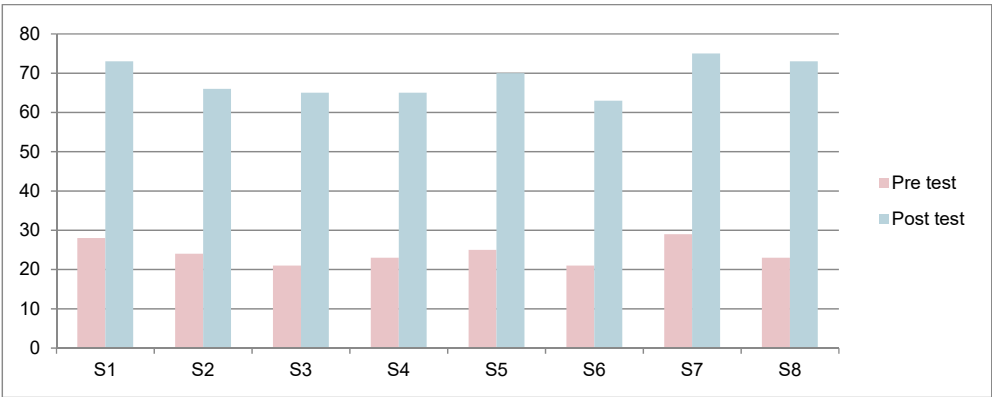


Fig (2)
Difference between post-test and pre-test results for every case of the experimental group

The suggested strategy is effective for developing social emotional skills. The gain ratio for the experimental group exceeds the value of gain ratio (1.2). The strategy is also effective in developing the sub skills separately as the gain value of each sub skill also exceeds the value of the gain ratio.

Table (1.)
the effectiveness of the suggested Strategy in enhancing SEL skills calculated by Black’s formula

Skills	Test	Mean	Total	Gain
self-awareness	Pre	5.6	20	1.3
	post	12.6	20	
social awareness	Pre	5	20	1.7
	post	13.4	20	
self-management	Pre	5	20	1.9
	post	14.1	20	
problem solving	Pre	4.3	20	2.3
	post	14.3	20	
Relationship management	Pre	4.1	20	2.3
	post	14.4	20	
Total	Pre	24.3	100	1.8
	post	68.8	100	

It was found that the strategy was effective in developing SEL skills in general and all its five skills. It was proved to be highly effective in developing self-management, responsible problem solving, and relationship management. It also showed effectiveness as well in enhancing self-awareness and social-awareness.

- Teachers interview : Implementation and Reducing Bullying

The researcher conducts an interview with the participating teachers about their remarks on implementing the suggested strategy and reducing bullying. The teachers used the two stages questions: "How does it feel?" and "What should happen?" in resolving conflicts in classroom to encourage the skills transference.

Overall, they confirmed the positive effects of implementing the strategy, with classrooms observed to be generally more positive, emotionally supportive, and well-managed. This strategies to help students to learn how to manage their attention, feelings, and behaviour successfully, and reduced bullying effectively.

- Discourse analysis of students’ responses
 - Identifying emotions: self -awareness & social- awareness skills

Most of the children (seven out of eight) have recognized the feelings of the victim and expressed them as being “sad/angry” when they pick the emoji. That was with one exception who descried the victim’s feelings as “afraid”. This girl who has chosen to

describe the character's feeling as "afraid" was classified by four of the teachers and social workers as most likely to be victim. After the third workshop, she changed the adjective as "unhappy". This change from "afraid" to "unhappy" indicates a better understanding of how the victims' feeling should be in order to be capable to face bullying which could be attributed to the effectiveness of the suggested strategy in enhancing self-awareness and social awareness skills.

- Decision-making: self-management skills and anger control

During discussing clues what should happen, the second story victimized behave, most of the children suggested seeking others help (teachers/parents). Four of the children suggested seeking the help and support of the bystanders who were the victim's colleagues while three preferred to seek the teacher's or parents support. One student added "I will leave, think of three things I like about myself and I will tell my parents". Thus, the student suggested an anger control strategy which is thinking of her positive attributes to minimize the negative effect of body shaming by thinking positively drawing a better self-image reporting to parents as a second step may indicate a healthy relationship with parents that the anger control strategy may be a fruit of. This highlights the important role that parents may play.

An exceptional responses was suggested by one of the students that is contacting physically with the bully "Punch him in face". This student was described by his teachers and social workers as most likely to bully himself.

This unexpected response necessitated adding a fifth story in which the victim interacted violently as respond to the bully in order to give room to discuss some anger management strategies. Thus, an additional workshop was added after the second workshop changing the intended program content from four to five workshops.

This child suggested less aggressive responses in the three following stories. For the fourth story, he suggested "playing with other friends" while he suggested tossing a coin as mean to settle disputes to resolve the victim's conflict in the fifth story. This may be attributed to suggest strategy efficiency in improving self-management as the discussions provided many temper control clues.

- Problem solving & Relationship skills

It is observed that the children's responses have developed to some coherent strategies after the third workshop. The responses at the first three stories mainly depended on seeking others help whether the teachers, bystanders or informing the parents (with the only one exceptional above mentioned response suggesting physical contact). For the first story, the students completed "I will tell my teacher about it". They responded to the second story "I will leave the place and I will tell my parents/ my teachers/ my

friends". For the third story, "I will defend myself, ask him to stop I will ask for my friends help / I will call my teacher".

The children responses developed after the third story in two ways: first, it exhibited a series of developing actions according to the bully reaction. For example, "I will play with other students / join activity groups reading stories or music, and I will ask the teacher to ask the friends to complete the story about those who do not play with a colleague and ask others to do so" and for the last story" I will ask him to stop, then I will demand a vote to favour an option if it is not resolved I will report to my teacher".

Second, the responses indicate deeper understanding of managing anger. For example, "I will play with other...", who have the same interests is a distraction strategy to manage the stress caused by exclusion while asking the teacher to use tell-the-rest-of-the-story strategy shows development in problem-solving and communication skills. Also the last story response: "I will explain my view using more examples and explain why I do not like his idea". This reflects improvement of self-management skills; such as impulse control, stress management, persistence, goal setting, and motivation, and relationship skills such as communication, negotiation and cooperation.

Conclusion

The study results verify the previous research results confirming the positive impact of developing SEL skills in reducing bullying and build on the cons of SEL instruct introducing and empirically testing a suggested strategy based on SEL.

Both the results of the quantitative and qualitative analysis of data proved the effectiveness of the suggested strategy in enhancing students' SEL skills as well as empowering students for bullying prevention. As it creates an opportunity to for reflecting on self and others emotions paving the way to adopting friendly norms as well as providing a chance for building up and testing self and group regulated strategies for intervention and prevention of bullying.

Hence, the study is held of a rights-based perspective as it works on promoting the three P:s of child right convention: provision, participation and protection. Since the proposed strategy aims at empowering students providing them with strategies and enhancing their skills fulfilling their right of provision. These skills promotion aims at prevention of bullying thus to protect them from its harmful physical and psychological consequences, meanwhile, the proposed strategy does not dictate certain methods to be adopted for bullying intervention or prevention but encourage the children to

participate to build up their own methods and create opportunities for reflection and discussion.

Further studies on the implementation of the strategy in different countries will immensely add to its credibility and reliability.

References

- American Educational Research Association. (2013). Prevention of bullying in schools, colleges, and universities: Research report and recommendations. Washington DC: American Educational Research Association.
- Bagdi, Aparna; Vacca, John. (2005). Supporting Early Childhood Social-Emotional Well Being: The Building Blocks for Early Learning and School Success. *Early Childhood Education Journal*, Vol. 33, No. 3, December 2005, pp. 145-150.
- Bear, G. G., & Watkins, J. M. (2006). Developing self-discipline. In G. G. Bear & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 29–44). Bethesda, MD: National Association of School Psychologists.
- Blake, C. S. (1966). A procedure for the initial evaluation and analysis of linear programmes. In Abdullah Saad Alqahtani (2019). The use of Edmodo: Its impact on Learning and students' attitude towards IT. *Journal of Technology and Education: Research*. (18), pp. 319-330.
- Cohen, Jonathan. (2006). Social, Emotional, Ethical, and Academic Education: Creating a Climate for Learning, Participation in Democracy, and Well-Being. *Harvard Educational Review* Vol. 76, pp. 201-237.
- Collaborative for Academic, Social, and Emotional Learning (CASEL) <http://casel.org>
- Durlak, Joseph, Weissberg, Roger P., Dymnicki, Allison B., Taylor, Rebecca D., & Schellinger, Kriston B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, January/February 2011, Volume 82, Number 1, pp. 405–432.
- Elias, M.J., Bruene-Butler, L., Blum, L., & Schuyler, T. (1997). How to Launch a Social and Emotional Learning Program. *Educational Leadership* 54 (8), pp. 15–19.
- Espelage, Dorothy L., Rose, Chad A., & Polanin, Joshua R. (2015). Social-Emotional Learning Program to Reduce Bullying, Fighting, and Victimization among Middle School Students with Disabilities. *Remedial and Special Education*.
- Hawkins, J. D., Smith, B. H., & Catalano, R. F. (2004). Social development and social and emotional learning. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 135–150). New York: Teachers College Press.

- Pearl, R., Donahue, M., & Bryan, T. (1986). Social Relationship of Learning-disabled Children. In J.K. Torgesen & B. Y. L. Wong (Eds.), *Psychological and Educational Perspectives on learning disabilities*. Orlando, FL: Academic press.
- Stephanie M. Jones, Rebecca Bailey, & Robin Jacob. (October 2014). Social-emotional learning is essential to classroom management. Available online (Retrieved, 20 October 2019) <https://www.kappanonline.org/social-emotional-learning-essential-classroom-management-jones-bailey-jacobs/>
- Whitley, Elise & Ball, Jonathan. (2002). Statistics review 6: Nonparametric methods. *Critical Care*. 6(6), pp. 509–513.
- Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2004). The Scientific Base Linking Social and Emotional Learning to School Success. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 3-22). New York, NY, US: Teachers College Press.
- Zins, J. E., & Elias, M. J. (2006). Social and emotional learning. In G. G. Bear & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 1–13). Bethesda, MD: National Association of School Psychologists.
- Zins, Joseph E., & Elias, Maurice J. (2007). Social and Emotional Learning. *Journal of Educational and Psychological consultation*. 17 (2-3), pp. 233-225.

A Comparative Study of Children's Rights of Tribal Children and Non-Tribal Children in Kerala, India

*Bobby Augustine*¹, *Vincy Abraham*¹, *Bindu P. Nambiar*¹,
*George Joseph*²

¹ Dept. of Social Work, Little Flower Institute of Social Sciences and Health, Kaithappoil, Kozhikode, Kerala, India

² Dept. of English, Little Flower Institute of Social Sciences and Health, Kaithappoil, Kozhikode, Kerala, India

Corresponding author: jojokdiet@gmail.com

Keywords: Enactment, Rights, Ethnic Minority, Decision-Making, Inclusion, Equity, Tribal students

Introduction

The Research Problem

The UN Convention on the Rights of the Child enacted in 1989 was ratified by the Indian Parliament in 1992. Several landmark legislations like the Right to Education Act (2009) and the Protection of Children from Sexual Offences Act (2012) have been passed by our legislatures after that with a view to strengthening the enactment of the rights of our children. But it is doubtful if Children's Rights have percolated down to the lower levels of the highly stratified Indian society.

Tribal people are on the lowest stratum of the Indian society. They belong to diverse groups of marginalized ethnic minorities living in or on the fringes of forests. Though the government implements different programmes for tribal welfare from time to time,

the tribes seldom benefit from them. In Kerala, the southernmost State of India, tribal people live near the Western Ghats, a mountain range on its border with Tamil Nadu. Some tribes live in the eastern areas of Kozhikode District, at the foot of the Western Ghats. Though they kept themselves away from the mainstream for several millennia, now they have started educating their children along with non-tribal children in government schools and private schools aided by government. Tribal children face several challenges in their schools. The major challenges are based on economic, cultural and language differences.

The relevance of the research problem was brought to light when we tried to administer a questionnaire prepared to collect data from a school where a good number of tribal children study. There was stiff resistance from the headmaster and the teachers. The school authorities were afraid that the information the tribal children give may be used against them. The help of education officers was sought to overcome this hurdle but they took the stand that the mechanisms in the Department of Education were enough to ensure the welfare of the pupils and researches and interventions by external agencies were not necessary. The deduction we arrived at from this is that the authorities are aware of the violations of Children's Rights in schools and are eager to sweep things under the carpet. Undeterred by the resistance from the authorities, we collected data from the children through house visits.

The Purpose of the Study

The study aimed at comparing the realization of the rights of tribal children with that of non-tribal children in some selected schools in the tribal belt on the eastern boarder of Kozhikode district. The researchers hypothesized that the tribal children enjoy much less rights when compared to their non-tribal schoolmates. The tribes have their own languages that are different from the medium of instruction in schools. When tribal children begin their schooling, they are not able to follow the language the teacher uses. So, they become silent in the class.

This language problem compounded with poverty and a feeling of social inferiority make the children psychological dropouts in their school. The present study tried to find whether this hypothesis is correct.

Research Questions

1. Do tribal children enjoy Children's Rights to a lesser extent than their non-tribal classmates?
2. Are tribal children discriminated against at school?
3. How much chance do tribal children get to express their views in school?
4. Have tribal children any participation in the decision making process in their school?
5. How aware are tribal children about their rights?

Theoretical framework

The Universal Declaration Human Rights (1948) promulgated by the United Nations has established that all human beings are entitled to all rights and freedoms, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. The UN Charter proclaims that children should get a chance to grow up in an atmosphere where peace, love, tolerance, freedom and equality prevail. The Declaration of the Rights of the Child adopted by the UN General Assembly on 20th November 1959 says that children are entitled to particular care. The International Covenant on Civil and Political Rights (1966), the ILO Minimum Age Convention (1973), the UN Standard Minimum Rules for the Administration of Juvenile Justice (1985), UN Guidelines for the Protection of Juvenile Delinquency (1990), the UN Rules for the Protection of Juveniles Deprived of their Liberty (1990), the Hague Convention on Protection of Children and Cooperation in respect of Inter-country Adoption (1993), Standard Rules on Equalization of Opportunities for Persons with Disabilities (1993), ILO Worst Forms of Child Labour Convention (1999) and the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (2000) were all important international instruments striving to ensure Children's Rights.

The UN Convention on the Rights of the Child adopted by the UN General Assembly on 20th November, 1989 is considered the most important international law in the field of Children's Rights. It has been ratified by almost all the countries of the world. It is the first legally binding international instrument incorporating the full range of children's rights – civil, cultural, economic, political and social. It came into force on 2nd September, 1990, after being ratified by the required number of nations. By

agreeing to implement the Convention in letter and spirit, all countries have committed themselves to protect and ensure the rights of all the children in their jurisdiction.

Article 2 of the Convention on the Rights of the Child requires that there should be no discrimination against any child on account of his or her parents' race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Article 12 states that a child who is capable of forming his or her own views has the right to express their views freely in all matters affecting the child. The views of the child must be given due weight in accordance with the age and maturity of the child.

Article 28 promulgates that all children should get equal opportunity for education. The third edition of the Implementation Handbook for the Convention on the Rights of the Child published by UNICEF in 2007 expresses the fear that "Particular groups within the populations are liable to suffer discrimination in educational opportunities, such as children of minority culture, indigenous peoples, gypsies, immigrants, refugees and children caught up in armed conflicts". Citing the World Conference against Racism, Racial Discrimination, Xenophobia and related Intolerance (2001) it reminds us of the links between the right to education and the struggle against racism, racial discrimination and xenophobia and related intolerance and the essential role of education in the prevention and eradication of all forms of intolerance and discrimination. (Page 416).

Article 30 states "In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her culture, to profess and practise his or her own religion, or use his or her own language". The present study pertains to the articles mentioned above. It has tried to find out how far the rights of the tribal children who are members of ethnic minority communities are enacted when compared to the non-tribal children studying in the same schools.

Methods

The proposed study was visualized as an investigative research to find if children from ethnic minorities experience discrimination in schools and to see if they included in the decision making process in schools. It also tried to verify whether they get equity of opportunities in schools. The present study was carried out using quantitative methods. The sample of the study was 30 pupils studying in standards sixth and seventh in a

private school aided by the government in the eastern belt of Kozhikode District. The sample was limited to 15 tribal and 15 non-tribal students.

Purposive sampling was used in the study, which is a type of non- probability sampling. The data for the study was collected using a questionnaire with 17 questions pertaining to the areas of Provision, Protection and Participation in the framework of the UN Convention on the Rights of the Child (1989).

Data analysis was done using the software SPSS Version-20.

Results

Table 1
Age

Age	Frequency	Percentage (%)
11	11	36.6
12	18	60.0
13	1	3.3
Total	30	100.0

36.6 % of the respondents are in the age group of 11 years, 60% of the respondents are in the age group 12 years and 3.3% are in the age group of 13 years.

Table 2
Gender

Gender	Frequency	Percentage (%)
male	10	33.3
female	20	66.7
Total	30	100.0

33.3% of the respondents are males and 66.7 % are females.

Table 3
Number of family members

Number of family members	Frequency	Percentage (%)
Three	10	33.3
Four	8	26.7
more than five	12	40.0
Total	30	100.0

It is understood from the analysis that 33.3 % of the respondents have three family members at home excluding them whereas 26.7 % of the respondents have four family members excluding them and 40% of the respondents have more than five members at home excluding them.

Table 4
Parents' Income

Parents' Income	Frequency	Percentage (%)
<5000	11	36.7
5000-10000	10	33.3
>10000	9	30.0
Total	30	100.0

36.7% of the respondents' parents' income is less than 5000 rupees per month.33.3% of the respondents' parents' income is between 5000 to 10,000 rupees per month and 30 % of the respondents' parent's income is more than 10,000 rupees per month.

Table 5
Language use

Language use	Frequency	Percent
Always	23	76.7
At times	6	20.0
Never	1	3.3
Total	30	100.0

76.7 % of the respondents opined that they always get chance to use their mother tongue in their school, 20% of the respondents opined that they get chance at times to use the language they use at home in their school , but 3.3% of them opined they never get chance to use the language they use at home in their school .

Table 6
Satisfaction with teachers' behaviour

Satisfaction with teachers' behaviour	Frequency	Percent
very satisfied	15	50.0
partially satisfied	9	30.0
not satisfied	6	20.0
Total	30	100.0

50% of the respondents opined that they are very satisfied with the way their teachers treat them, 30% of the respondents opined that they are only partially satisfied with the way their teachers treat them and 20% of the respondents opined that they are not satisfied with the way their teachers treat them.

Table 7
Food of Preference

Food of Preference	Frequency	Percent
home food	14	46.7
school food	9	30.0
other food	7	23.3
Total	30	100.0

It is understood from the analysis that 46.7 % of the respondents like home food, 30 % of them like school food and 23.3 % like other food. It is understood that a majority of them do not prefer school food.

Table 8
Counseling service at school

Counseling service at school	Frequency	Percent
very good	11	36.7
average	10	33.3
below average	9	30.0
Total	30	100.0

36.7 % of the respondents opined that counseling service in their school is very good. 33.3% of the respondents opined that counseling service in their school is average and 30% of them have the opinion that the counseling service in their school is below average.

Table 9
Chance to play at school

Chance to play at school	Frequency	Percent
very satisfied	16	53.3
partially satisfied	5	16.7
not satisfied	9	30.0
Total	30	100.0

53.3 % of the respondents opined that they are very satisfied with the chance they get to play in school. 16.7% of the respondents responded that they are partially satisfied with the chance they get to play in school. 30% of the respondents responded that they are not satisfied with the chance they get to play in school.

Table 10
Feeling of safer place

Feeling of safer place	Frequency	Percentage (%)
home	17	56.7
school	9	30.0
street	4	13.3
Total	30	100.0

It is evident from the analysis that 56.7% of the respondents believe that they are safest at home. 30% of the respondents believe that they are safest at school. 13.3% of the respondents believe that they are more safe on the street.

The majority of the respondents opined that they feel safe at home than at school and street.

Table 11
Facing bullying at school

Facing bullying at school	Frequency	Percentage (%)
Always	7	23.3
At times	12	40.0
Never	11	36.7
Total	30	100.0

23.3% of the respondents think that they face bullying at school always. 40 % of the respondents think that they face bullying in school at times. 36.7% of the respondents are facing bullying in school.

A majority of the respondents opined that they have faced bullying at times.

Table 12
Help from school in healthcare

	Frequency	Percentage (%)
much help	13	43.3
moderate help	11	36.7
no help at all	6	20.0
Total	30	100.0

43.3% of the respondents opined that they get much help from school in health care. 36.7% of the respondents opined that they get moderate help from school in health care. 20 % of the respondents opined that they get no help at all from school in health care.

Table 13

How often do you go for work

	Frequency	Percentage (%)
At times	5	16.7
Never	25	83.3
Total	30	100.0

16.7% of the respondents responded that they go for work at times and 83% of the respondents responded that they never go for work.

Table 14

Opportunity to express views at school

	Frequency	Percentage (%)
Always	3	10.0
At times	9	30.0
Never	18	60.0
Total	30	100.0

60 % of the respondents opined that they never get opportunity to express their views at school. 30 % of the respondents opined that they get opportunity to express their views at school at times. 10 % of the respondents opined that they get opportunity to express their views at school always. Majority of the respondents opined that they never get opportunity to express their views at school.

Table 15

How often are you consulted in decision making in school

	Frequency	Percent
always	1	3.3
at times	9	30.0
never	20	66.7
Total	30	100.0

66.7 % of the respondents opined that they are never consulted in decision making in school. 3.3 % of the respondents opined that they were consulted in decision making in school always. 30 % of the respondents opined that they were consulted in decision making in school at times.

Table 16
Respect from classmates as a person

	Frequency	Percentage (%)
very much	18	60.0
average	5	16.7
below average	7	23.3
Total	30	100.0

60 % of the respondents believe they get respect from their classmates. 16.7% of the respondents believe they get average respect from their classmates. 23.3% of the respondents believe they get below average respect from their classmates.

Table 17
Level of awareness of Children's Rights

	Frequency	Percent
very much	1	3.3
average	17	56.7
no awareness	12	40.0
Total	30	100.0

40 % of the respondents opined that they do not have awareness on children's rights, 56.7% of the respondents opined that they have average awareness on children's rights. Only 3.3% of the respondents think that they have enough awareness of children's rights.

Table 18
Categorization

	Frequency	Percentage (%)
tribal	15	50.0
non-tribal	15	50.0
Total	30	100.0

50% of the respondents were pupils from tribal communities and 50% of the respondents were non-tribal students.

Table 19

Cross tabulation showing gender and category of the respondents

			Category * Gender Cross-tabulation		Total
			Gender		
			male	Female	
Category	Tribal	Count	4	11	15
		% within category	26.7%	73.3%	100.0%
	non tribal	Count	6	9	15
		% within category	40.0%	60.0%	100.0%
Total		Count	10	20	30
		% within category	33.3%	66.7%	100.0%

Among the respondents from tribal communities, 26.7% were males and 73.3% of the respondents were females. Among the respondents from non-tribal communities, 40% were males and 60% were females.

It is evident that more female respondents are included in the present study.

Table 20

Cross tabulation showing opportunity to express views

			Category		Total
			Tribal	non-tribal	
Opportunity you get to express your views at school	always	Count	1	2	3
		% within category	6.7%	13.3%	10.0%
	At times	Count	0	9	9
		% within category	0.0%	60.0%	30.0%
	never	Count	14	4	18
		% within category	93.3%	26.7%	60.0%
Total		Count	15	15	30
		% within category	100.0%	100.0%	100.0%

93.3% of tribal students opined that they never get opportunity to express their views at school. 26.7 % of non-tribal students also replied so. 60 % of non-tribal students opined that they get opportunity to express their views at school at times.

6.7 % of tribal students opined that they get opportunity to express their views at school always whereas 13.3% of non-tribal students opined that they get opportunity to express their views at school always.

It is clear from the analysis that a vast majority of tribal students feel that they never get opportunity to express their views at school.

Table 21

Cross tabulation showing opinion of respondents on getting respect from classmates as per category of the respondents

			Category		Total
			tribal	non-tribal	
Respect from classmates as a person	very much	Count	5	13	18
		% within category	33.3%	86.7%	60.0%
	average	Count	3	2	5
		% within category	20.0%	13.3%	16.7%
	below average	Count	7	0	7
		% within category	46.7%	0.0%	23.3%
Total	Count	15	15	30	
	% within category	100.0%	100.0%	100.0%	

46.7% of the tribal students opined that at school they are given only low consideration and respect as a person, whereas no one from non-tribal students opined so.

20 % of the tribal students opined that at school they are given only average consideration and respect as a person, 13.3% non-tribal students also opined so.

33.3% of the tribal students opined that at school they are given high consideration and respect as a person, whereas 86.7 % of non-tribal students opined that are given high consideration and respect as a person.

More number of tribal students opined that at school they get only low consideration and respect as from their classmates.

Table 22

Cross tabulation showing Students' level of awareness on Children's Rights as per category of the respondents

Level of awareness on Children's Rights * category Cross tabulation			Category		Total
			Tribal	non-tribal	
Level of awareness on children's rights	very much	Count	0	1	1
		% within category	0.0%	6.7%	3.3%
	average	Count	3	8	11
		% within category	20.0%	53.3%	36.7%
	no awareness	Count	12	6	18
		% within category	80.0%	40.0%	60.0%
Total	Count	15	15	30	
	% within category	100.0%	100.0%	100.0%	

80 % of the tribal students stated that they have no awareness about children's rights, whereas 40 % of non-tribal students opined that they have no awareness about children's rights.

20 % of the tribal students responded that they have average awareness about children's rights, whereas 53.3% of non-tribal students opined that they have average awareness about children's rights.

6.3 % of the non - tribal students opined that they have enough awareness about children’s rights.

It is clear from the analysis that a vast majority of tribal students do not have awareness about children’s rights.

Table 23
 Cross tabulation showing students’ participation in decision making in school as per the category of the respondents
 How often consulted in decision-making in school - Cross tabulation

			category		Total
			tribal	non-tribal	
How often consulted in decision-making in school	always	Count	0	1	1
		% within category	0.0%	6.7%	3.3%
	at times	Count	1	8	9
		% within category	6.7%	53.3%	30.0%
	never	Count	14	6	20
		% within category	93.3%	40.0%	66.7%
Total	Count	15	15	30	
	% within category	100.0%	100.0%	100.0%	

93.3 % of the tribal students opined that they are never consulted in decision making in school. 40 % of the non-tribal students also opined so.

53.3 % of the non-tribal students opined that they are consulted at times in decision making in school, whereas 6.7 % of the tribal students opined that they are consulted at times in decision-making.

6.7% of the non-tribal students opined that they are always consulted in decision making in school, whereas no tribal students opined that they are always consulted in decision making in school.

Conclusion

Findings of the Study

- 36.6 % of the respondents are in the age group of 11 years, 60% of the respondents are in the age group 12 years and 3.3% of the respondents are in the age group of 13 years.
- Among the respondents 33.3% are boys and 66.7 % are girls.
- It is understood from the analysis that 33.3 % of the respondents have three members in their family excluding them whereas 26.7 % of the respondents

have four family members excluding them and 40% of the respondents have more than five members at home excluding them.

- The monthly income of the parents of 36.7% of the respondents is less than 5000 rupees per month. The income of the parents of 33.3% of the respondents' parents is between 5000 to 10,000 rupees per month and 30 % of the respondents' parents' income is more than 10,000 rupees per month.
- 76.7 % of the respondents opined that they always get the chance to use the language they use at home in their school, 20% of the respondents opined that they get chance at times to use the language they use at home in their school, but 3.3 of them opined they never get chance to use the language they use at home in their school .
- 50% of the respondents opined that they are very satisfied with the way their teachers treat them, 30% of the respondents opined that they are only partially satisfied with the way their teachers treat them and 20% of the respondents opined that they are not satisfied with the way their teachers treat them.
- It is understood from the analysis that 46.7 % of the respondents like food they get at home than from school or outside, 30% of them like school food and 23.3 % of the respondents like other food. It is understood that a majority of them do not prefer school food.
- It is evident from the results that 36.7 % of the respondents have a high opinion of the counseling service in their school. 33.3% of the respondents opined that counseling service in their school is average and 30% of them have the opinion that the counseling service in their school is below average.
- 53.3 % of the respondents said that they are very satisfied with the chance they get to play in school. 16.7 % of the respondents responded that they are partially satisfied with the chance they get to play in school. 30% of the respondents responded that they are not satisfied with the chance they get to play in school.
- It is evident from the analysis that 56.7% of the respondents believe that they are safer at home. 30% of the respondents believe that they are more safe at school. 13.3% of the respondents believe that they are more safe on the street.

Major Findings of the Study

- It is evident that a majority of the respondents do not prefer school food.
- A majority of the respondents feel safer at home than at school and in the street.
- The majority of the respondents have faced bullying at times.
- The majority of the respondents never get opportunity to express their views at school.
- There were more female respondents than males in the present study.
- Most of tribal students in the study feel that they are never involved in decision making at school.
- A good number of tribal students feel that they are given only low consideration at school and not enough respect as a person from their classmates.
- A vast majority of tribal students do not have awareness of children's rights.

Summary of Conclusions

It is clear that the tribal pupils are second-class citizens in their school. The extent of Children's Rights they enjoy is much below that enjoyed by their on-tribal schoolmates. The tribal children are discriminated against in their school. 93.3% of the tribal children have responded that they never get a chance to express their views in school. This shows the seriousness of the violation of children's rights. The psychological isolation experienced by the children make them psychological dropouts in their own school. Though there are non-tribal children also who think that their schoolmates give them very little respect, the percentage of tribal children who have the same issue is double.

This is another clear instance of denial of rights. Among the respondents, 93.3 % of the tribal children are never consulted in decision making in the school. Only 40 % of the non-tribal have this opinion. 80 % tribal respondents have said that they have no awareness of Children's Rights whereas only 40 % of the non-tribal respondents are unaware of their rights.

There are several things that Children's Rights activists, educational administrators and planners can learn from the present study. It is evident that there are violations of

Children's Rights in the sample school selected. Studies in the same vein have to be done on a larger scale and the results must be used to end the injustice being done to tribal children.

References

- Ambasht, N.K. (2001). *Tribal Education: Problems and Issues*. New Delhi. NCERT.
- Annan, Kofi. A. (2001). *We the Children- Meeting the Promises of the World Summit for Children*. UNICEF.
- Hague convention on Protection of Children and Cooperation in respect of Intercountry Adoption. (1993). The United Nations.
- Hammarberg, T. (1996). *Making Reality of the Rights of the Child*. International Save the Children Alliance.
- Hodgkin, R. and Newell, P. (2007). *Implementation Handbook for the Convention on the Rights of the Child*. UNICEF.
- ILO Minimum Age Convention. (1973). The United Nations.
- ILO Worst Forms of Child Labour Convention. (1999). The United Nations.
- International Covenant on Civil and Political Rights. (1966). The United Nations.
- Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children. (2000). The United Nations.
- Sachidanandan (1967). 'Socio-economic Aspect of Tribal Education'. In 'Reports of the National seminar on Tribal Education in India'. New Delhi. NCERT.
- Sujatha, K. (1987). *Education of the Forgotten Children of the Forests: A Case Study of Yenadi Tribe*, New Delhi, Konark Publishers.
- UN Convention on the Rights of the Child. (1989). The United Nations.
- UN Guidelines for the Protection of Juvenile Delinquency. (1990). The United Nations.
- Universal Declaration of Human Rights. (1948). The United Nations.
- UN Standard Minimum Rules for the Administration of Juvenile Justice. (1985). The United Nations.
- UN Rules for the Protection of Juveniles Deprived of their Liberty. (1990). The United Nations.

Annexure

Questionnaire to assess enactment of children's rights in schools

1. Age:
2. Gender:
3. Number of family members:
a.3 b.4 c.5 or above
4. Monthly income of guardian:
a. less than Rs.5000 b. between Rs.5000-10000 c. above Rs.10000
5. How much chance do you get to use the language you use at home in your school?
a. always b. at times c. never
6. How satisfied are you with the way your teachers treat you?
a. very satisfied b. partially satisfied c. not satisfied
7. Which food do you like most?
a. home food b. school food c. others
8. How do you rate the counseling service in your school?
a. very good b. average c. below average
9. How will you rate the chance you get to play in your school?
a. very satisfied b. partially satisfied c. not satisfied
10. Where do you feel most comfortable?
a. at home b. at school c. on the streets
11. Do you face bullying in your school?
a. always b. at times c. never
12. How much help do you get from your school in health care?
a. much help b. moderate help c. no help at all

13. How often do you go to work to earn money?
a. every day b. at times c. never
14. How often do you get chances in your school to express your views?
a. always b. at times c. never
15. How often are you consulted in decision making in your school?
a. always b. at times c. never
16. How much do your classmates respect you as a person?
a. very much b. average c. below average
17. How much awareness do you have of your rights as a child?
a. very much b. average c. no awareness

Understanding the Linkages of Gender and Poverty in Addressing Children's Right to Education in India

*Madhumita Bandyopadhyay*¹

¹ Department of School and Non-Formal Education, (NIEPA), National University of Educational Planning and Administration, New Delhi, India

Corresponding author: drbdmadhu@gmail.com

Keywords: Gender, Community, Poverty, School, Education, Rights

Introduction

It is known to all that education is a human right and it is the key to address other human rights as well. It is also understandable that education particularly school education is essential for improving quality of life and therefore it is one of the important ingredients of human development. Since Independence, India has witnessed considerable improvement in access and participation of children in school education. The Indian Constitution guarantees equality and social justice in all walks of life including education. Universalisation of Elementary Education (UEE) has also been a constitutional commitment and many initiatives have been taken to promote universal access, equity and participation of children in school education. Apart from constitutional commitment India is signatory to several international treaties including the Convention on the Rights of the Child, Article 28 of which guarantees the rights of all children including girls. The Convention places a high value on education and states that young people should be encouraged to reach the highest level of education of which they are capable. According to UNICEF, "It obliges States parties to ensure that each child—boy or girl—within their jurisdiction has all the rights recognized by

the Convention". According to a report (Beardmore et. al. 2007, 8) of Global Campaign for Education and Oxfam, "The right to education is outlined in several international and regional human rights treaties, most significantly the Convention on the Rights of the Child (CRC), the International Covenant on Economic, Social and Cultural Rights (ICESCR), and the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW). Between them these constitute 'the most comprehensive set of legally enforceable commitments concerning both rights to education and to gender equality' (UNESCO 2003)." Unlike many other countries, India which is a signatory to above treaties has enforced the Right to Education (RTE) Act, 2009 in the year of 2010 which has made education free and compulsory for 6-13 year age group and it is now their fundamental right. This has led to many initiatives which have been taken by different government and nongovernment actors and due to these initiatives the enrolment in schools has been increasing at all levels specially during the past two decades and there has been a sharp decline in the proportion of out of school children in the relevant age groups (Ota, M. and Peter G. M. (2007).

Along with enrolment, there has been considerable improvement in availability of schooling space managed by government and private agencies with considerable impact on equity in access and participation of children in schools. As per the current (2016-17) data, there are 1.54 million schools located in 701 districts of 36 States and Union Territories across the country. As many as 8.9 million teachers are engaged in these schools to teach 253.4 million students, as revealed by this data. However, there is a considerable difference in the quality of services of Schools managed by these different agencies resulting in unequal system of school education. The role of gender and socio-economic background of children play an important role in deciding who will access what type of schools (Govinda and Bandyopadhyay, 2019). In an earlier study, Govinda and Bandyopadhyay (2011a) have explained how the nexus of poverty, location, social background and gender significantly influence the schooling of children as well as the process of exclusion from educational opportunities and for girls it becomes a situation of double or multiple disadvantages (Bandyopadhyay, 2017d).

With this backdrop, this paper makes an attempt to understand this linkage or nexus which determine rights of children to education at the elementary level. Using findings of different empirical researches and other secondary source the purpose of this paper is to provide deeper insight into the process of exclusion of children living in remote, rural and difficult areas and explore the relationship between gender, poverty and educational attainment in the process of exclusion as well as inclusion. While doing so, the paper would like to deal with various questions like What is the present status of girls' education at the elementary level in Indi; what kinds of provisions have been made to promote gender equality in school education in India; whether intersectionality of

different aspects of personal identity influences education of children specially girls; what are further initiatives to be taken by the Government to ensure girls' right to education. The paper also suggests the ways to overcome exclusion and developing inclusive education. The paper will draw references from secondary data, reports and researches conducted in global as well as in the country context. It is imperative at this stage to discuss about the conceptual framework of this paper deals with the intersectionality of different factors making girls excluded from school or facilitate them to accessing education.

Conceptual framework

This paper attempts to understand the inter-linkages of gender, poverty, geographical location and other social aspects in terms of various components of basic human rights and explore the intersectionality of these different social aspects based on the 'Theory of intersectionality' which has become part of Sociological discourse very recently by eminent Sociologist Crenshaw, K. (1991). Integrating the concept of intersectionality in social factors the paper will highlight how these different social factors are interlinked and intertwined with each other and determine access of children specially girls to education and their participation in educational activities at the elementary stage.

It has already been realized everywhere that the production oriented and growth focused development framework cannot ensure 'development with human face' and perhaps this realization has gradually paving the path towards a framework of development with right based approach with a significant attention on education, health, nutrition and livelihood which have a direct bearing on the wellbeing and quality of life of the people and on human capabilities. It is because of this, these are also considered as major components of human development. It is also noticeable that access to quality education, better health facilities and supplementary nutrition, descent and sustainable livelihood all are intrinsically linked to a situation of 'intersectionality' of different 'rights' that have been guaranteed by the Indian constitution. For example addressing Right to education has significant implications on realizing other fundamental Rights like 'Right to information', 'Right to equality', 'Right against exploitation' and so on which are justiceable.

It is widely known that with an increase in literacy rate, access to health services also has been increased. Being literate, a person's capability increases to greater extent because he or she becomes aware and confident to protect his or her own interest and protest against oppression. S/he can access to necessary information about different schemes and facilities that are provided by government with respect to poverty

reduction. It is known to all that a person equipped with higher education and adequate professional skill can avail labour market and get benefited by growing knowledge economy. An educated person is more likely to enjoy a life of better quality and live a long, healthy life with dignity. Education empowers them to assert their democratic right or help them participate actively in decision making process within family and community or state and also to provide leadership to the people for taking collective actions for different purposes. However, access to this educational opportunity and health care facilities, better nutrition and employment through access to labour market depends on identity of a person and different social factors like location of his or her residence, socio-economic background, gender, parental backgrounds all interplay together to ensure that any individual or group or community can access to any of those rights which are also interlinked to each other. For example in a patriarchic society like ours, chances for girls of accessing quality education become less as compared to boys because of persistence of gender inequality as mentioned above, favouring the interests of boys over girls. The interests of girls are further affected according to their positioning in the society and their association with caste or racial and religious group by birth.

This intersectionality of social factors, rights and the complexities can be explained with the help of Crenshaw's (1993, 114) theory according to which, "the lives of women of colour are shaped by their identity-based characteristics (such as gender and colour), and that as such many (if not all) of their experiences occur on the intersection between these identities. The central point to her analysis, however, is that these experiences are not simply incidental to gender and race, but resultant from the distinct vulnerabilities created by the overlapping of these identities" Fiona de Londras (2005, 2).

Similar effort has also been made by Stromquist (2001) in context of Latin America when she explored the intersection between class, gender and policy that affect girls' education. She has not only stressed on the interlinkages between poverty and schooling but also opined that education brings disproportionately higher rewards to the wealthier social class and therefore she suggested (Stromquist, 2001, 53) "For schooling to make a substantial difference in the lives of poor women, not only does it have to be redesigned but it has to be accompanied by measures in other sectors of social and economic life, some national and some international." Her observations in the first year of new Millennium is still relevant in India where poor girls and women are yet to be benefitted from education they receive as quality of education varies considerably from institution to institution depending on their location whether remote rural or a small and medium town or metro/mega cities and managed by government or private agencies and so on. This theory of intersectionality has also been applied by Unterhalter (2012) as well in the context of gender and poverty in Kenya and South Africa

Gender Discrimination in Indian Context

It is known to all that, fulfillment of women's and girls' rights have always been a matter of concern in India which has a patriarchal and socially hierarchical society. Although girls/ women are guaranteed equality under the constitution and many opportunities are available for them, due to prevalence of patriarchal traditions legal protection of women has a limited effect on their lives which resulted in continuation of gender discrimination making women and girls at disadvantaged position. India according to the Gender Inequality Index of UNDP ranked 127 with a value of 0.524. The maternal mortality rate is quite high which is 174 per 1000 live births and the adolescent birth rate is 23.1. Leadership of women in political affairs is quite disappointing as only 11.6% parliament seats are held by women. There has been considerable gender gap in case of percentage of population of 25 year old and above with at least some secondary education. While, 63.5% men of 25 years old and above could receive secondary education, for female, it is only 39%. Similarly, wide gap is also found in case of labour force participation as only 27.2% women participate in labour force against 78.8% men. India has been ranked 108th in World Economic Forum (WEF) gender gap index, same as 2017. However, it is heartening to note that, 'India has slightly improved in WEF's wage equality for similar work indicator where it stood at 72nd place. The country has also closed its tertiary education enrolment gap for the first time in 2018 and has managed to keep its primary and secondary gaps closed for the third year running.'(Times of India, 2018)

One of the major problems regarding gender disparity in India is strong preference for son over daughters which is still persisting in many parts of India. This leads to discrimination of girls and denial of their rights to access to various facilities and resources within home and outside. This discrimination starts even before birth resulting in female feticide lowering the juvenile sex ratio and continues thereafter in every front of life. In view of such discrimination, drawing references from others, Fledderjohann et al (2014) has stated, "India is the only country in the world where young girls have worse under-five mortality than boys. In 2012, the under-5 mortality ratio in India was estimated at 108.5 female deaths for every 100 male deaths. Although Indian girls do have better neonatal mortality outcomes, female infant mortality in the post-neonatal period outweighs this period of advantage. Over the past four decades, declines in infant mortality have been greater in boys than girls, further widening inequalities in India's male-female child survival rates." The same observation was made by Srinivasan (2012) which was supported by the evidences of a UN report in 2012. No substantial difference could be found between girls and boys as far as malnutrition is concerned.

Gender and children's nutritional status is interrelated which has considerable impact on their holistic development including cognition. As mentioned in a note in EPW, (Ram et al, 2017, 68-69): "Stunting and underweight vary considerably by mother's schooling and wealth status of households. Of children of mothers with no schooling, 51% are stunted compared with 31% of children whose mothers have secondary (or more) schooling. Likewise, 47% of children of mothers with no schooling are underweight compared to only 29% of children of mothers having secondary (or more) schooling. The prevalence of stunting and underweight is highest in children of SC and ST mothers compared to their counterparts. The level of stunting and underweight are highest in children residing in lowest wealth quintile households." It is because of this, the children especially girls who belong to lower quintiles need more attention and multi-pronged strategies to overcome exclusion from services of basic needs like food, nutrition, health and education. So, it is now required to see how poverty and gender interplay with each other and impacts on educational participation of children which has been discussed little later.

Gender and Poverty

Despite improvement in the overall economic condition of the country, poverty has remained an endemic and widespread problem in India, with a large number of people still living in abject poverty. Although government official data claim substantial reduction in proportion of people living below poverty line, a sizeable population of 269.3 million is estimated living below poverty line as estimated by the Planning Commission in 2011–12. The proportion of people under poverty was 25.7 per cent in rural and 13.7 per cent in urban areas. It is mainly because all are not being able to access gainful employment as reported by 68th NSSO (GOI, 2013). Despite increase in employment and income opportunities, the number of unemployed was 9.8 million in 2010 at the all-India level, which increased to 10.8 million in 2012. Gender inequality continues to be one of the major aspects of poverty in India as 49 per cent of the poor are women (UNDP website). It is also estimated that around 96 per cent of the women work in the informal economy (UNDP website) and most of these women experience economic hardship due to low wage rate, poor work condition and exploitation. As per the data provided in Table 1 though the proportion of female casual labours is higher than males in rural area, their proportion is less in urban area.

Table 1:

Percentage distribution of workers in usual status (ps+ss) by status in employment during 2017-18 (PLFS)

Gender	All self-employed (total)	Rural		All self-employed (total)	Urban	
		regular wage/salary	casual labour		regular wage/salary	casual labour
Male	57.8	14.0	28.2	39.2	45.7	15.1
Female	57.7	10.5	31.8	34.7	52.1	13.1

Source: Annual Report, Periodic Labour Force Survey (PLFS), 2017-18, pp. 62

Many researches indicate that poverty and illiteracy go together, often intensifying other problems like malnutrition, ill-health, and high incidence of infant, child and maternal mortality. More women than men are poor, indicating a gendered poverty. Poverty is more pronounced among women-headed households, women working in unorganized sector, and women without productive assets. Incidence of poverty is higher in the households of SCs/STs/OBCs/religious minority group like Muslims, particularly in rural areas, and these sections of poor are mainly involved either in agricultural activities as small and marginal farmers, agricultural labourers, or working as unskilled wage labourers or construction workers, while some are engaged in petty trade in urban areas. They mainly live in slums, with a large section being seasonal migrants from rural areas. Around 80 per cent of the rural poor belong to the marginalized caste and tribal communities. There has been considerable state-level disparity in the magnitude of poverty as given by 68th NSSO. The states with higher literacy rate, particularly female literacy, also show lower proportion of people living below poverty line. The incidence of poverty and the poor's access to social services vary considerably across, and at times even within, states. Proportion of people under poverty line is much higher than the national level in some states like Orissa (32.59 per cent), Bihar (33.74 per cent), MP (31.65 per cent), Arunachal Pradesh (34.67 per cent), Assam (31.98 per cent), Chhattisgarh (39.93 per cent), and Jharkhand (36.96 per cent)—major states that account for most of the poor people of country.

In 2005-2006, the population in India living in multidimensional poverty stood at about 640 million people (55.1 per cent) and this reduced to 369 million people (27.9 per cent) living in poverty in 2015-16. India saw significant reductions in number of people who are multi-dimensionally poor and deprived in each of the 10 indicators over this time period. India reduced deprivation in nutrition from 44.3 per cent in 2005-06 to 21.2 per cent in 2015-16, child mortality dropped from 4.5 per cent to 2.2 per cent, people deprived of cooking fuel reduced from 52.9 per cent to 26.2 per cent, deprivation in sanitation from 50.4 per cent to 24.6 per cent, those deprived of drinking water reduced from 16.6 per cent to 6.2 per cent. Further more people gained access to electricity as deprivation was reduced from 29.1 per cent to 8.6 per cent,

housing from 44.9 per cent to 23.6 per cent and assets deprivation from 37.6 per cent to 9.5 per cent.

In order to measure intensity and magnitude of poverty, Monthly Per Capita Consumer Expenditure (MPCE) is used by NSS. As per 68th NSSO, the Average MPCE in rural area is Rs. 1430 and in urban area, it is Rs. 2630. According to this NSSO, the average rural MPCE was the lowest in Odisha and Jharkhand (around Rs.1000) and also in Chhattisgarh (Rs.1027). In Bihar, Madhya Pradesh and Uttar Pradesh, rural MPCE was about Rs.1125–Rs.1160, perceptibly below the all-India average of Rs. 1430. The only three major states with MPCE above Rs. 2000 were Kerala (Rs. 2669), Punjab (Rs. 2345) and Haryana (about Rs. 2176). In case of urban poverty, Bihar had the lowest MPCE of Rs.1507. About half of the rural population had MPCE below Rs. 1198, while the other half had MPCE above this level. Over the period 1999–2000 to 2009–10, there was a steady decrease in both chronic unemployment rates as well as unemployment rates as per current weekly status for both males and females. It is interesting to see that there has been considerable variation in access to school and attendance of children from different MPCE classes which has been discussed later. In addition to above discussion on poverty which is still persisting in India, one can also understand the magnitude of poverty with the help of data on child poverty. India with a huge proportion of child population is also home of 30 percent extremely poor children as given in Table 2.

Table 2:
Extreme child poverty by country region (India and China shown separately)

Region/ Country	Children headcount poverty rate	Adults headcount poverty rate (%)	Share of extremely poor children (%)	Share of children population (%)
East Asia Pacific	5.6	2.9	7.8	27.2
<i>China</i>	2.0	1.8	1.8	16.7
South Asia	19.5	12.6	35.7	35.7
India	22.1	14.3	30.3	26.8
Total	19.5	9.2	100.0	100.0

Source: Ending Extreme Poverty: A Focus on Children, UNICEF and World Bank Group, 2016, pp. 3

In India, one of the major problems is prevalence of employing children in agricultural farms, factories, wage labour in tea shops, markets etc. According to 2011 Census, in India, there were more than 10.2 million “economically active” children in the age group of five to 14 years and out of which 5.6 million boys and 4.5 million girls. Eight million children were working in rural areas, and 2 million in urban areas. Although in rural settings the number of child workers reduced from 11 million to 8 million between the 2001 and 2011 censuses, over the same period, the number of children working in urban settings rose from 1.3 million to 2 million. The practice of engaging

children in work is most prevalent in some of the states in India. These are Uttar Pradesh (2.1 million), Bihar (1.0 million), Rajasthan (0.84 million), Madhya Pradesh (0.7 million), Maharashtra (0.72 million). Sometimes it is argued that the child labour is now invisible but in reality, the location of the work of children has changed from factories to the homes of business owners and workers. Children are engaged in manual work which includes cotton growing, match box, lock making factories, mining & stone quarrying and tea gardens. It is needless to say that, these works not only affect their physical health and well being at great extent but also the oppressive situation of such employments in unorganized sectors affect their mental health as well. Majority of these children are at the risk of exclusion from education system (Govinda and Bandyopadhyay, 2011 a, Bandyopadhyay, 2014). While some people argue that non implementation of child labour Act is one of the reasons of continuation of this practice, some others argue that extreme poverty situation and unemployment of adults as well as low wage also contribute to exploitation of children in such manner. It is associated with the problem of non-availability of schooling space in nearby areas as well. Although there are some considerable improvement in provisioning of schools during last few years, there are still some households which are not having schools within walk able distance which is understandable from the following Table 3. More girls than boys are affected due to non availability of schools within their reach. Even if the girls get enrolled in school, they are found unable to attend their school regularly. According to recent data, the attendance levels for girls was much lower than that for boys (10 percentage points for the age-group 6-14 years) in 1999-2000. But by 2011-12, it had come down to lower than 2 percentage points. In fact, the gender gap in attendance has almost vanished as far as age-group 6-11 years is concerned. While it was 82.6 for boys of 6-11 years old in 1999-2000, it became 94.8 in 2011-12, at the same time, it increased from 74.0 to 94.0 for girls of same age group. For upper primary, the attendance rate of boys of 12-14 age groups increased from 77.4 to 92.0 whereas for girls it improved from 65.7 to 88.6.

Table 3:

Per 1000 distribution of households by distance from school having primary, upper primary and secondary level classes for each State/UT

Area	School Level	d <1km	1km d < 2kms	2kmsd < 3kms	3kmsd < 5kms	d 5km	All (incl.n.r.)
Rural	Primary	941	49	7	2	1	1000
	Upper Primary	665	190	83	38	24	1000
	Secondary	367	236	167	108	122	1000
Urban	Primary	962	38	0	0	0	1000
	Upper Primary	871	92	29	0	8	1000
	Secondary	839	111	41	0	8	1000

Source: NSS Report No. 575: Education in India, Round 71, 2014, MSPI, pp. A-4-6

Basic Issues of Gender and Schooling

It has been recognised by extensive researches that gender plays an important role in education and human development. However, educating girls has been a challenging task for many developing countries including India due to various factors (Bandyopadhyay and Subrahmanian, 2011; Bandyopadhyay, 2013). In India, the root cause of gender inequality lies in its patriarchal system which is oppressive and unjust social system that enforces gender roles putting women in subservient position and disadvantaged situation in the society on one hand and causing continuation of male dominance over women on the other. The education system of this country has also been influenced by this gender biasness as well as gender stereotype prevailing in the society. It is because of this, despite substantial progress as mentioned in several government reports and research studies in recent years, bridging the gender and social gap in educational access and participation has always been a challenging task for Indian education system as the gender gap continues to be substantial even after 70 years of independence. While 35% of women still remain illiterate as per the recent census, 2011, a large number of girls particularly from different disadvantaged groups still remain out of school (Bandyopadhyay, 2017d).

Strong preference for son over daughters is a common phenomenon in India leading to discrimination of girls and denial of their rights to access to various facilities and resources within home and outside. In majority of the Indian households, preference is given for the well being and educational needs of boys in contrast to girls because of the "patriarchal social structure with a strong male preference" Wu et al.(2006, 119). The subservient role of women as home makers also force many parents not to value school education for their daughters rather they prefer to make them 'suitable for marriage' by teaching all household chores, child care and care of elderly persons. Many girls are still withdrawn from schools once they attain puberty. The decision of parents to withdraw girls from schools become more prominent in case the schools are located far away from residence particularly in another village or town and regular commuting is a problem due to lack of transportation facility or lack of security of girls as violence against girls and women is a common phenomena across the country. Poor quality of schools and lack of qualified, sensitive and well trained female teachers in schools also are important reasons for withdrawing girls from schools.

Many studies have also shown that extreme poverty and lack of education are also important reasons for women's low status in our society (White et al, 2016). Under a situation of abject poverty in large number of households, chances are more for parents to decide in favour of boys' education, leaving girls out of school (Colclough et. al.2000, Bandyopadhyay and Subrahmanian, 2011). Most often, the daughter of a poor and illiterate mother is more likely to be out of school as compared to children of educated

mother (Nayar, 1999, Ramachandran, 2004). In addition, most girls are found engaged in household chores and sibling care instead of going to school. Even they are enrolled in school, they hardly find time to study before or after school hour and end up with poor or no learning achievement. These problems become more prominent for girls from socially disadvantaged and poor households where girls and boys both get engaged in child labour and remain out of school. In addition, most girls are burdened with all kinds of household chores as mentioned above.

Even after increase in literacy rate and general awareness among people, educating girl child is still not seen as a worthwhile investment by many parents and communities due to various reasons (Bandyopadhyay, 2017a, 2017b, 2017c). It has also been found that many parents avail private schools for their sons while sending their daughters to government schools as they perceive the quality of private schools is better than government schools and sons need better education than daughters. Nowadays, there have been some changes observed in the attitude of parents and some are now sending their daughters to private school. There is evidence of rapid increase in enrolment in private schools, particularly those with lower fees and catering to the children from disadvantaged backgrounds. So nowadays, an increasing number of parents, not only in urban areas, but also in rural areas, are found to be opting for private schooling for their children and the 25% quota for economically weaker section of society which is being implemented in all private schools have also facilitated parental choice for private schools. It is therefore, the country is striving to achieve gender equity in and through education which has been a long standing goal of the education policy in India which is being discussed subsequently.

Policy Perspectives

It has already been mentioned that, though, education is a basic right for all boys and girls, yet customs and social norms which consider women and girls as subordinate and inferior to men often interplay with poverty, caste, location, ethnicity, age etc. to influence access and attendance of learners in educational institution. Gender inequality is also reflected in India's poor ranking in various global gender indices. For example, India's ranking is 125 out of 188 countries and other territories in the List of UNDP's Gender Inequality Index- 2016 and according to the World Economic Forum's Global Gender Gap Index- 2017, our country ranks at 108 in the list of 144 countries of the world. So, reducing gender gap has been one of the goals of the Millennium Development Goals (MDGs) as well as Sustainable Development Goals (SDGs). Recently, Niti Ayog has assessed the performance of Indian States and Union Territories against SDG goals. As mentioned by Pandey (2018) "When it comes to

gender equality and achieving targets under Sustainable Development Goals (SDG), almost all Indian states are in the red zone except Kerala and Sikkim, which are best among worst and have scored a meager fifty out of hundred. Three years have passed since the world set SDGs to be achieved by 2030, and India's official think tank NITI Aayog has recently released a report highlighting states' performance on different indicators. It has ranked all states on 13 SDG targets and performance of all states varies from 'aspirant' (0-49) scores to 'achiever' (100). Other two ranking groups are 'front runner' (65-99) and 'performer' (50-64).”

Similarly, gender inequality also can be found in education at different levels and it is considerably varied from one state to others. For example, while, the literacy rate of female is 63.46, it is 82.14 for males according to Census 2011. There are also large state wise variations with female literacy rates highest in Kerala at 91.98 and lowest in Rajasthan at 52.66. It is to be noted that, three (goal 2, goal 4 and goal 5) out of six EFA goals stressed on gender equality in education. All the international goals including EFAs and SDGs have stressed on provisioning of equal opportunity for quality education to both boys and girls ensuring equality in learning achievement as well. Based on these international commitments, bridging the gender gap in school education has been a major concern for most developing countries including India where elementary education is now one of the fundamental rights. Ever since EFAs have been introduced, many initiatives have been taken by central and state Governments in India to achieve these goals by 2015 and these initiatives are still valid as Universalisation of Elementary Education with a major focus on girls' education is still an elusive goal in India.

As mentioned earlier that while the UEE has been one of the Constitutional commitment, the Indian Constitution has also envisaged an egalitarian society and made provisions for protecting the interests of disadvantaged groups including women. Following the spirit of the Constitution, the National Policy on Education (NPE), 1986 and its Plan of Action (POA), 1992 explicitly recognised the positive role of education in reducing gender gap and promoting the rights of disadvantaged groups and minorities. It is needless to say that, the above mentioned international as well as national goals along with other policy commitments have been guiding principles for major policy initiatives and actions taken for Universalization of Elementary Education with a strong focus on girls' education. In addition to the above mentioned international initiatives, achieving gender equality in education has also been part of agendas of Five Year Plans of India. Based on recommendations of NPE 1986 and its POA, 1992, various Centrally Sponsored Schemes were initiated to promote elementary education and a considerable part of educational budget was allocated for bridging the gender gap at all levels of education including elementary education but

even then low enrolment and dropout of girls remained pervasive even today. Government of India is currently implementing countrywide programme for UEE-Samagra Siksha Abhiyan which has recently been introduced in 2018 merging Sarva Siksha Abhiyan (SSA) and Rashtriya Madhyamik Siksha Abhiyan (RMSA).

The demand for elementary education and schooling has considerably increased with an increase in female literacy, which was much lower in earlier decades, leading to an upsurge in enrolment of boys as well as girls (Govinda and Bandyopadhyay, 2011a). To address this demand, government is not only providing schools and teachers but also extending incentives that can help poor children particularly girls to continue their education. These efforts may put an end to the vicious circle of illiteracy of parents and non-enrolment of children and the intergenerational transmission of illiteracy and poverty (Govinda and Bandyopadhyay, 2011a). It is to mention here, that more mothers than fathers are found illiterate because of low literacy rate of women and many researches have shown that mothers' education has positive impact on girls' education. In view of close linkage between availability of female teachers and improvement in girls' enrolment, recruitment of female teachers as envisaged by NPE, 1986 is another strategy that can enhance access and participation of girls in schools.

From preceding discussion, it is understandable that despite having many gender sensitive policies and initiatives, the country is still struggling to bridge the gender gap in education at the different levels. Many initiatives have also been taken for systemic reform with a gender lens. This includes strengthening education systems so that they work for girls (and boys) and increase their investment in accelerating change in girls' education. Gender analysis is being used more often than earlier in developing education policy at the national and state level policy planning and its implementation. However, despite such initiatives, many empirical researches on girls' education show that girls are continuing to lag behind boys in many respects of school education and after implementation of RTE Act, 2009 for last ten years, many girls are still found not attending schools particularly in educationally backward states which are infamous for gender inequality in various aspects. One such recent empirical study (Bandyopadhyay, 2019) has revealed that access to school and school participation of children especially girls have improved with the increase in number of schools providing elementary education. Parents are now more aware about value of education in most states and sending their daughters to private schools along with sons in case they can afford. For instance, in Haryana, there has been continuous decline in enrolment of boys and girls both in government primary schools in last five years. However, gender gap has been recorded in terms of girls' participation in schools. For instance, on examining school attendance, the data have revealed that greater proportion of girls in sample schools in

Haryana tend to remain long absentees leading to poor learning levels in elementary grades.

Present Status of Enrolment and Participation: Does Gender Matter?

Literacy and elementary education are interrelated to each other and both have considerable impact on national development. Achieving gender parity in literacy rate is quite crucial for promoting gender equity in school education as it not only increases demand for education but also generates awareness about value of education for girls. It is noticeable that, along with a steady improvement in literacy rate, India has also experienced substantial improvement in schooling of children. One of the major reasons of such improvement is availability of schooling space particularly at the elementary levels. In 2016-17, altogether 1535610 schools were found functioning across the country with 8905811 teachers and 251309665 students (NIEPA, 2017). These schools are providing education from primary to the higher secondary levels though many of these schools are 'stand alone' schools providing only primary or only upper primary education. On contrary, several schools are integrated schools covering from pre-primary to higher secondary education. It is understandable that, chances of better retention and transition of children specially girls are higher in these integrated schools as compared to 'stand alone' schools. The improvement in enrolment has been reflected in improvement in Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) at both levels. Though, the GER at the primary level crossed 100 percent in 2013-14, it declined gradually to 95 percent in 2016-17. As seen in the Figure 1, the NER is much less than GER and it has become 90 percent. The GER and NER both are lower at the upper primary stage as compared to primary level.

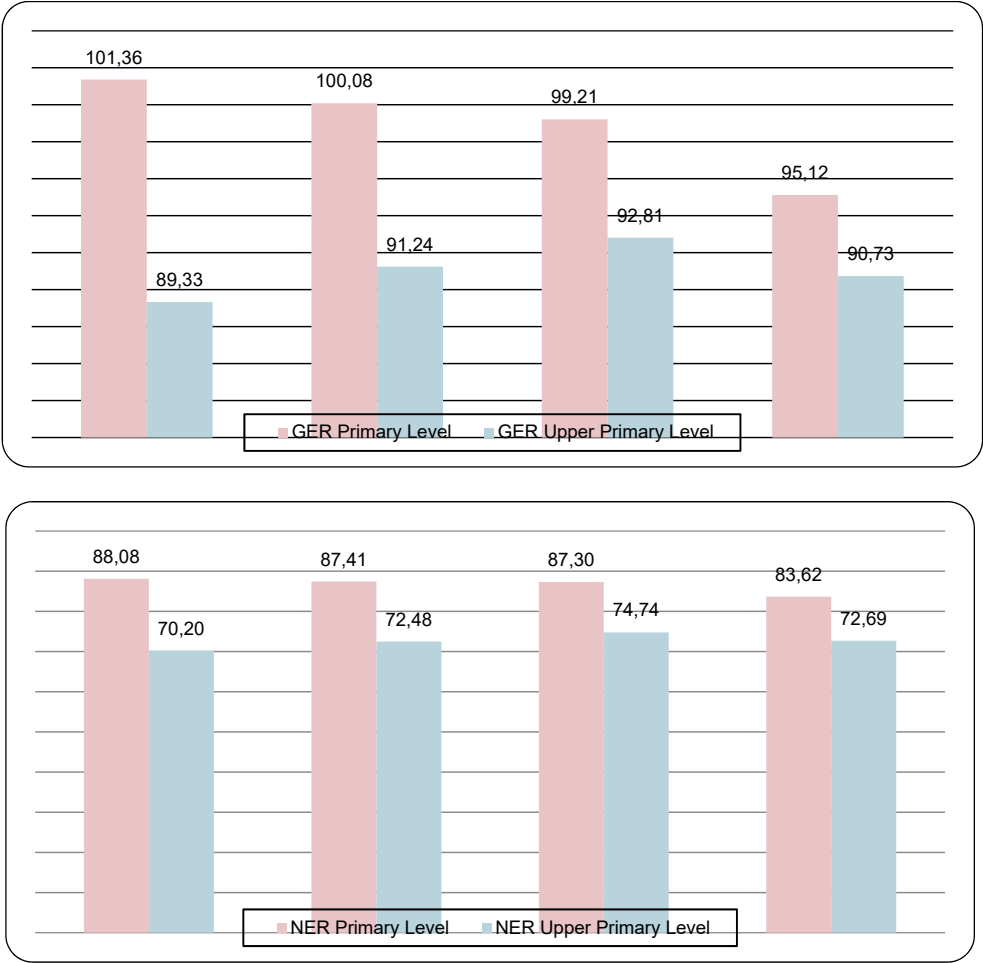


Figure 1:
 GER and NER at Primary and Upper Primary Level, 2013-14 to 2016-17
 Source: Flash Statistics 2013-14 to 2016-17 DISE, NIEPA

It is noteworthy that, despite above improvement, the proportion of girls has continuously been lower than boys at every level of school education and it has also shown gradual declining trend from lower to higher level (Table 4). The lower percentage of girls at the higher levels indicates gradual withdrawal and low transition of girls at the higher level.

Table 4:
Gender Wise Enrolment at Different School Levels

Levels	2014-15			2015-16			2016-17		
	Girls	Boys	Total (n=100)	Girls	Boys	Total (n=100)	Girls	Boys	Total (n=100)
Primary Level	48.19	51.81	130501135	48.21	51.79	129122784	48.11	51.89	123807892
Upper Primary Level	48.63	51.37	67165774	48.63	51.37	67593727	48.54	51.46	66079123
Secondary Level	47.47	52.53	38301599	47.51	52.49	39145052	47.51	52.49	38823854
Hr. Secondary Level	47.06	52.94	23501798	47.44	52.56	24735397	47.49	52.51	24397536

Source: U-DISE, 2016-17

The Gender Parity Index (GPI) is one of the important indicators to measure to what extent girls are being able to take opportunity of expansion of schooling facilities. It measures the relative participation of male and female students in education at different levels. As shown in the figure 2, along with enrolment, the GPI at the upper primary level has shown gradual improvement over the years but the GPI at the primary level has increased initially but declined marginally after remaining stagnant for a few years (Figure 2).

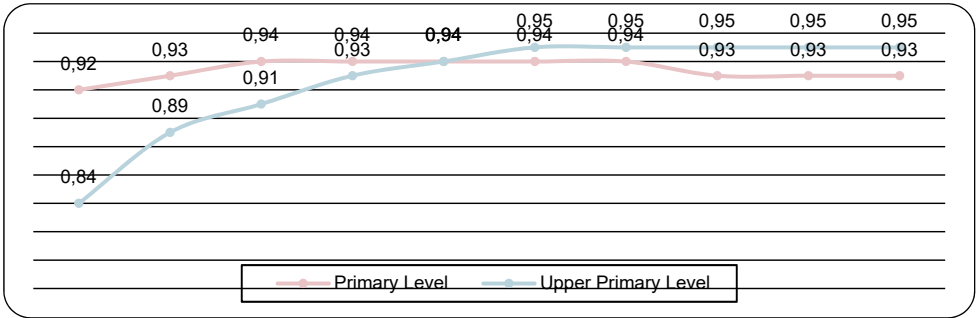


Figure 2:
Gender Parity Index at Primary and Upper Primary Level
Source: Trends in Elementary Education, U-DISE, 2015-16, NIEPA

GPIs have also been calculated as the ratios of Gross Attendance Ratios (GAR) and Net Attendance Ratios (NAR) as per the data available in NSSO. The following table 5 indicates GPI based on GAR is marginally less than 1 mostly in rural areas, pointing towards relatively less female participation. At above higher secondary it was much less than 1 (only 0.75) in rural India. It is more than 1, indicating more female participation comparatively, at secondary and higher secondary levels in urban India. Although in this paper the major focus is on elementary education, but one can understand that, persistence of the lower gender parity at the higher level has considerable consequences

on availability of female teachers with adequate qualification that in turn impacts on girls' education as mentioned earlier.

Table 5:

GPI based on GAR and NAR for different levels of attendance

Area	GAR			NAR		
	Rural	Urban	Rural +Urban	Rural	Urban	Rural+ Urban
Primary	0.98	1.00	0.99	0.98	0.99	0.99
Upper Primary	0.97	0.95	0.96	0.95	0.96	0.97
Secondary	0.98	1.04	1.00	0.96	1.05	0.98
Higher Secondary	0.92	1.03	0.95	0.92	1.04	0.97
Above Hr. Secondary	0.75	1.00	0.86	0.67	0.94	0.79

Source: NSS Report No. 575: Education in India, Round 71, 2014, MSPI, pp. 61

The recent most National and Family Health Survey (4th Round) (GoI, 2017) has shown that although, gender gap has reduced in case of education of 6-10 years old, this gap is still quite significant for children who are 11-14 years old. The proportion of both boys and girls attending educational institutions declines substantially in the case of those between 15-17 years old, but is much higher for boys as compared to girls especially in urban areas. NFHS- 4 (2017,19) has also informed that, "Overall, 69 percent of females and 85 percent of males age six and over have ever attended school" The median number of years of schooling completed is higher for males (6.9 years) than for females (4.4 years). Educational attainment at the household level increased substantially between 2005-06 and 2015-16. Among females, the median number of years of schooling increased from 1.9 years in NHFS-3 (2005-06) to 4.4 years in NHFS-4 (2015-16). The median number of years of schooling completed by males increased from 4.9 years in NHFS-3 to 6.9 years in NHFS-4 (NFHS-4, GOI, 2017, 19).

In addition to children who never-enroll or drop out, there are also children who continue to study in school, but remain at the risk of dropping out. These children are often silently excluded from schools due to low level of learning, irregular attendance, previous temporary withdrawals, migration, overage, fear of corporal punishment and grade repetition etc. Although the low attendance and low learning level of children is rampant across the country, many studies have found these problems are more prominent in case of disadvantaged groups and specially girls (Govinda and Bandyopadhyay, 2011a; Pratham, 2013; Dreze and Kingdon, 1999). While on the one hand, children's poor attendance and low learning achievement at the early grade is not taken as seriously at desired extent, their promotion without adequate learning skills because of the 'no detention policy' on the other, puts them at more disadvantaged situation. Persistence of social distance between teachers and taught also causes disadvantaged situation for children. The poor and socially disadvantaged children

many of whom are girls are often considered 'uneducable' by their upper caste teachers. As Bhatta and Dongre (2016, 16) points out "Teachers continue to regard Adivasi students as backward and uneducable and their parents as lacking in interest and commitment towards educating their children— notions that lead to discriminatory practices in the classroom and abuse by other students." It has also been seen that often learning of girls are not given due importance by parents as well as teachers because of their biased attitude towards girls. As children move to higher classes, their poor learning level becomes more significant making children at the risk of dropping out from primary school causing their permanent exclusion from education system.

In addition to children who leave school early without completing their primary education, it is quite common phenomenon that due to poor learning level, some children do not transit to upper primary level though they complete primary education. Learning outcome is found closely linked with the disparity in quality of schooling facilities and its functioning (Govinda and Bandyopadhyay, 2011c). The ASER Report (2018) reported about the enrolment gap between girls and boys increases with age — at the age of 14, there is hardly any difference (94.3% enrolment for girls, 95.3% for boys), but at 18, the gap widens (71.6% for boys, 67.4% for girls). As it has been mentioned earlier, poverty has serious consequences on educational attainment, the variation can be found in current enrolment status of persons across the quintile class of UMPCE. Such variation also has close association with the location of residence of individuals, i.e rural or urban. In rural areas, around 45% of population in the bottom quintile class is currently not enrolled in any educational institution while this proportion reduces to 38% at the top quintile level. Similarly, such gap between bottom (48.5%) and top quintile (38%) classes also is found in case of urban area. The situation of class and gender wise attendance becomes more prominent in terms of GAR and NAR for each quintile class of UMPCE as given in Table 6. It is clearly visible that there has been considerable gender gap between rural and urban areas. While the GAR at the primary stage for rural and urban males both is 102 and 91 at the upper primary level in rural areas 93 in urban areas. Similar declining trend is noticed in case of GAR of females in rural and urban areas as well. The declining trend is also visible from higher to bottom quintile level particularly in case of upper primary levels. In case of rural females, the GAR at the primary level is declining from 106 in case of top quintile class to 96 in case of bottom quintile class, in case of upper primary levels the GAR declines from 88 to 79 only

Table 6:
Gross Attendance Ratio (%) for different levels of education for each quintile class of UMPCE

quintile class of UMPCE	Rural		Urban		Rural		Urban	
	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary	Primary	Upper Primary
	Male				Female			
1	100	83	100	88	96	79	101	77
2	98	94	102	89	99	87	101	89
3	102	96	105	100	100	91	105	94
4	104	92	106	93	103	96	102	100
5	109	94	101	96	106	88	102	91
All	102	91	102	93	100	88	102	88

Source: NSS Report No. 575: Education in India, Round 71, 2014, MSPI, pp. A-108

Thus, in spite of improvements in girls' enrolment rates, fewer girls remain in school and complete their schooling in many of those states where gender discrimination is still pervasive. Drawing reference from secondary data of U-DISE a study (Bandyopadhyay, 2017) has recently been conducted in Madhya Pradesh (MP) and Chhattisgarh which traditionally are home of poor and socially disadvantaged group. These states are also infamous for gender discrimination in every aspect of life. According to this study, there has been considerable disparity between girls and boys at the primary level in both states where proportion of boys is higher than girls' enrolment. The data show that there has been a declining trend in proportion of girls to the total enrolment at primary as well upper primary level in MP in last four years. In case of Chhattisgarh though the proportion is lower for girls than boys but it remained almost stagnant for primary though it has shown slight increase in case of upper primary level. It is heartening to see that till 2013-14 there was hardly any difference between proportion of boys and girls at the upper primary level in both states though marginally. The district and block wise data depict this picture of gender gap in enrolment more prominently.

Another major problem has been non-completion of education of many students despite transiting from elementary to higher level. More girls than boys are denied the opportunity of continuing their education beyond elementary level due to various reasons. According to 71st NSSO, only 12.8% male and 9.6% female could complete secondary education. For Higher secondary education this percentages have further declined to 8.5% for male and 6.2% for female. This indicates the inverse relationship between enrolment of girls and level of education.

Learning, Dropout and Transition

Apart from access and attendance, as per the direction of NPE, 1986, it is also important to see whether girls are adequately learning or not and whether, they are transiting to the next level. While, more than 98% boys and girls could pass grade V and Grade VIII in 2015-16, only 62% boys and 63% girls could pass grade V with more than 60% marks. This proportion declined to 56% and 57% respectively in case of grade VIII students (Figure 3)

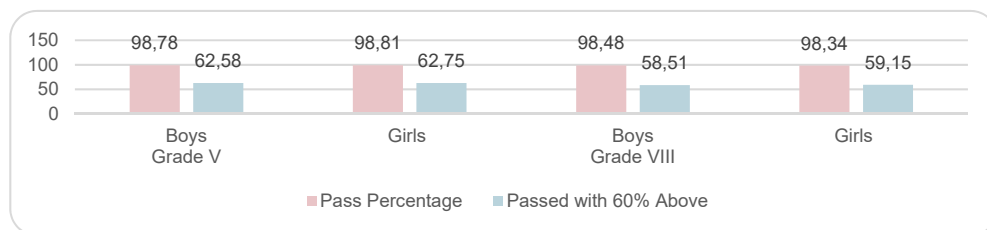


Figure 3:
Examination Results of Grade V and Grade VIII Children in 2015-16 (U-DISE)
Source: Flash Statistics: 2016-17, U-DISE, NIEPA

Apart from learning outcome, one of the major indicators of assessing gender inequality in education is to see whether girls and boys are equally being able to continue their schooling or not. The recent DISE data shows that the annual average dropout rate (Table 7) of girls has been higher than boys at the upper primary level and it is also to be noted that dropout rates for boys and girls both have increased substantially during last two years at the higher secondary level though it has increases marginally at the secondary level.

Table 7:
Annual Average Dropout Rate

Levels of Education	2014-15			2016-17		
	Girls	Boys	Total	Girls	Boys	Total
Primary Level	6.49	6.84	6.67	6.30	6.40	6.35
Upper Primary Level	7.02	5.56	6.27	6.42	4.97	5.67

Source: Flash Statistics: 2016-17, U-DISE, NIEPA

Another important indicator is the transition rate (Table 8) which can indicate whether after completing one level of school education, girls can get fair chance as boys to transit to the next level. It has been found that the transition rate of girls is almost similar to boys in case of primary to upper primary level but it declines abruptly from upper primary to secondary and from secondary to higher secondary levels though it has shown slight improvement over last two years.

Table 8:
Gender wise Transition Rate

Levels of Education	2014-15			2015-16			2016-17		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Educational Level									
Primary to Upper Primary	87.62	87.18	87.4	90.48	89.83	90.14	88.72	88.41	88.56
Upper Primary to Secondary	86.75	91.33	89.1	88.66	92.48	90.62	87.91	92.62	90.32
Secondary to Hr. Secondary	65.74	65.75	65.74	69.46	68.67	69.04	61.55	61.89	61.73

Source: Flash Statistics: 2016-17, U-DISE, NIEPA

It is discernable from above Tables and figures that although there has been significant improvement in terms of access to school and enrolment at the primary and upper primary levels but it is not the case in case of learning achievement, continuation completion and transition to next level. Girls are lagging behind boys in many of these aspects. It is imperative at this stage to reflect on those factors that impact on education of children especially girls.

Factors Effecting Girls' School Participation

There are multiple reasons that keep girls out of educational institutions or cause their poor learning. As it has been mentioned earlier that provisioning of government schools in nearby areas of residences facilitate enrolment and participation of children specially girls. Distance from home is an important factor that prevents girls from attending schools. It is mention worthy that, due to expansion of upper-primary education facilities, the transition rate from primary to upper primary level has increased from around 84% in 2009- 10 to 90% in 2015-16 which led to overall increase in enrolment at the elementary level. Since majority of children both boys and girls from poor and disadvantaged section of society tend to attend government schools, it is important that these schools should be provided with better infrastructure facilities i.e safe building, spacious, well lit and ventilated classrooms, seating arrangements etc. These schools must be provided with drinking water and functional toilets. In addition, availability of separate toilet for girls facilitates girls to attend their schools regularly. It is to be noted, barring a few, most states are now having 100% or more than 90% coverage of elementary schools with separate toilets for girls.

In addition, as mentioned earlier, availability and regular attendance of qualified teachers specially female teachers is another important reason for ensuring active participation of girls in school and improving their learning outcome (Wu et al., 2006) and it is because of this, recruitment of female teachers has been an important policy recommendation as mentioned before. In India, it has been experienced that, parents feel more comfortable to send their daughters to schools having female teachers who

act as role models for their daughters. In view of positive impact of presence of female teachers on girls' education, the NPE, 1986 has recommended for recruiting 50% female teachers. However, the proportion of female teachers in many schools of India is much less than males because of non-availability of educated women mainly in remote tribal areas where female literacy rate is excessively low (Bandyopadhyay, 2017c). While the total number of teachers was 8561921 in 2014-15, which increased to 8691922 in 2016-17 adding 130071 teachers though the proportion of female teachers has marginally increased. According to the recent U-DISE data, out of total elementary teachers in India, 52% are males and 47% are females at the national level. It is not only sufficient to provide adequate number of teachers but it is also required to provide qualified and trained teachers across the grades in a school. It is also true for female teachers. As it is shown in above figure 4, although substantial proportion of males and female teacher are graduate and post graduate but even then 25% are still below graduate (Table 9). However, there has been gradual decline in the proportion of below graduate teachers and improvement in teachers with higher qualification over last three years.

Table 9:
Percentage distribution of teachers by academic qualification of Female

Academic Qualification	2014-15		2015-16		2016-17	
	Total	Female	Total	Female	Total	Female
Up to High Secondary	29.45	30.54	25.05	25.91	22.84	23.46
Graduate	38.99	38.56	41.57	41.36	42.67	42.62
Post Graduate	29.39	29.07	30.99	30.88	32.08	32.10
Above Post Graduate	1.56	1.66	1.63	1.74	1.59	1.71

Source: Flash Statistics on School Education 2016-17, U-DISE

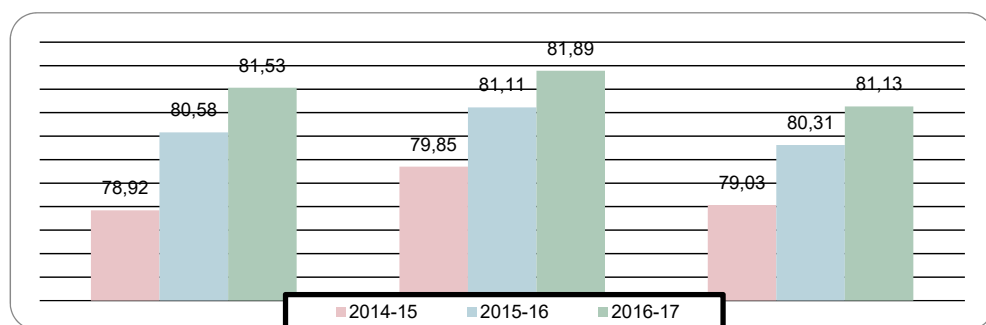


Figure 4:
Trend in Proportion of Professionally Qualified Teachers
Source: Flash Statistics on School Education 2016-17, U-DISE

The proportion of trained teachers has shown gradual increase over last three years (Figure 4) and it is almost same in case of male and female teachers. Thus it is understandable that more qualified and trained male and female teachers are being available to teach in schools.

The skewed distribution of schooling facilities seem to perpetuate disadvantage and inequality further as it works against the participation and progression of girls in general and particularly those who belong to SCs, STs and other minority groups, first generation learners, poor and living in remote rural areas. The children who get deprived of trained and qualified teachers and good quality infrastructure facilities tend to show poorer performance (Govinda and Bandyopadhyay, 2011c). Apart from recruitment of female teachers, many studies (Ramachandran, 2004; Wazir, 2000) have already established close linkage between special gender sensitive initiatives and school participation. Multiple strategies adopted over the years have helped improve the accessibility and participation of girls in schooling at primary and secondary levels. These include free textbooks, scholarships for girls, back-to-school camps and bridging courses, national programmes to increase demand for schooling among rural and disadvantaged girls and special residential schools such as Kasturba Gandhi Balika Vidyalayas.

A major initiative which has been taken for promoting girls' education has been provisioning of scholarships to girls and other disadvantaged children. According to the recent data, female students are getting more scholarships/stipends/reimbursements than males in all the quintile classes in both the areas, except for very nominal decrease for 5th quintile class in urban areas. Percentage of students receiving scholarships decreased gradually as one moves to higher quintile classes. On the whole, 24% students from rural areas and 11% students from urban areas received scholarship/stipend in 2014. More girls than boys could receive financial assistance both in rural and urban areas and the same trend favouring girls can be seen in most of the quintile classes as seen in Table 10.

Table 10:
Percentage of Students receiving scholarship/stipend

quintile class of UMPCE	Rural			Urban		
	Male	Female	Person	Male	Female	Person
1	30.7	36.0	33.2	16.0	20.1	18.0
2	26.4	29.9	28.1	11.4	14.0	12.6
3	22.5	24.4	23.3	9.7	11.8	10.7
4	19.0	24.0	21.2	7.6	8.5	8.0
5	11.9	14.8	13.1	5.6	5.5	5.6
All	21.9	26.1	23.8	10.0	12.2	11.0

Source: NSS Report No. 575: Education in India, Round 71, 2014, MSPI, pp. 76

In addition to scholarship, many students are provided with Mid-day meal, free or partially free books and stationery. The proportion of students receiving these incentives is much higher in rural areas than urban areas and there has been considerable variation between boys and girls as highlighted by Table 11 and it is visible higher proportion of girls than boys are receiving these facilities as per the policy of country in order to promote girls' education.

Table 11:
Proportion (per 1000) of students receiving/availing books and stationery and mid-day meals, etc.

Gender	Type of School	Totally Free		Partly Free or subsidized		Mid-day meals	
		Books	Stationery	Books	Stationery	By Govt.	Other
Rural							
Male	Primary	629	42	48	77	691	6
	Upper Primary	605	43	93	82	674	7
Female	Primary	694	49	51	85	745	5
	Upper Primary	651	45	92	88	715	11
Urban							
Male	Primary	261	32	44	52	306	10
	Upper Primary	274	39	85	53	329	14
Female	Primary	295	39	48	60	340	11
	Upper Primary	333	27	87	72	392	17

Source: NSS Report No. 575: Education in India, Round 71, 2014, MSPI, pp. A-252-253

While there is distinct gender difference favouring girls is found in above aspects, it is also quite visible in case of average expenditure made on boys and girls as shown in Table 12. It is to note that more expenditure is incurred on different items related to education.

Table 12:
Average expenditure (₹) per student during current academic session pursuing general course by items of Expenditure

Area	Gender	Course Fee*	Items of Expenditure				Total
			Books, Stationery and Uniform	Transport	Private Coaching	Other Expenditure	
Rural	Male	2028	1277	561	688	300	4854
	Female	1567	1166	477	561	270	4042
Urban	Male	6928	2339	1334	2290	535	13426
	Female	6283	2235	1368	1946	491	12323

Source: NSS Report No. 575: Education in India, Round 71, 2014, MSPI, pp. A-300 to A-305

Note: *includes tuition fee, examination fee, development fee and other compulsory payments

The above discussion has thus shown how gender plays an important role on children's school participation through several gender friendly policies, schemes and incentives but despite achieving gender parity in above aspects to some extent, girls still face discrimination and bear the burden of double even multiple disadvantages as mentioned earlier. After overcoming many hurdles of gender discrimination and stereotypes, once girls reach schools they may face different kinds of discrimination and disadvantages not only because of their gender identity but also their other socio-economic identities. Persistence of gender and caste- based discrimination inside and outside the classrooms has been mentioned by many researchers and this has manifested in teachers' attitude with regard to classroom management, seating arrangement and mid-day meal distribution. Gender and caste - based stereotyping is often also visible in the allocation of different tasks to children in schools. It is known to all that, eventually these children who face discrimination are pushed out of the school system. It is required to define good schools not only based on good facilities and learning outcomes but also how children are being treated by teachers. It is to see whether any special efforts are being made or special supports are being provided to these children to promote their effective participation in school. It is needless to say that, such discriminating nature of teachers and community, poor quality of schools and teachers, insensitivity of peer group, low investment on education etc. are responsible for educational deprivation and exclusion of some children particularly girls. Often in addition to lack of adequate facilities like laboratories and libraries etc., it has been experienced that, teachers' expectation for girls' ability to learn certain subjects also causes low confidence level and demotivation for girls. It is because of this many girls do not opt for Science and Mathematics and they prefer to study humanities and social sciences. In addition, there are many other reasons that cause low attendance and dropout of children specially girls.

The NFHS-4 report informs that majority of respondents had to discontinue their study as they were not interested in studies and a substantial proportion had to leave educational institutions because it was too much costly for them. It is noticeable that some reasons were more prominent in case of the dropout of girls. More girls (9.2%) than boys (2.9%) particularly in rural areas mentioned that they were unable to attend school because it is too far away. Moreover they were required more for household work and that resulted in their dropout. Around 8% girls mentioned marriage as the main reason for dropout. Costs involved in education also have affected more girls than boys making them out of school in addition to some other girls specific reasons like lack of safety, female teachers, non-availability of proper schooling facilities for girls and so on. A considerable proportion of girls (24.8%), though less than boys (43.7%) left schools as they were not interested in studies. Apart from such national surveys, some studies

(Govinda and Bandyopadhyay, 2011b, 2011c) have found that school related reasons determine children's access to and participation in schools more critically than household related reasons. Although India has shown much progress in enrolling more and more children in recent years, as mentioned earlier, the inability of schools to retain those children and improving their learning continued to be a serious problem.

Conclusions

The preceding analysis establishes the fact that despite enormous expansion of the system at the national level in recent years and enrolling majority of children of 6-14 years age group, major challenge still remains to bridge the gender gap in different levels of education. As per the available data, the challenges for bridging gender gap has become easier now with increase in awareness about education and increase in literacy rate. Provisioning of quality education to all children is a challenging task in a diverse country like India. The deeper insight into the present situation through different data sources and studies reveals that despite substantial expansion of educational facilities, never enrolment, low attendance, dropout and low learning levels of children are still continuing that pose severe challenge for Government for achieving goals of UEE and as well as SDGs . The gender and social background of learners play an important role in this process of their exclusion from education system as it has been discussed with help of recent data. It has been found although girls are increasingly gaining physical access to schools particularly to those run by Government, but they become educationally disadvantaged due to various school related as well as family related reasons, leading to their serious learning deficit and dropout. It is needless to say that the girls from the socially disadvantaged groups suffer most. The schools located in remote rural areas which are attended by marginalized groups especially girls need immediate attention of policy makers and service providers functioning at the local as well as at the higher levels. Gender friendly school environment, curriculum and teaching learning process are to be ensured. This warrants for need based training of teachers and school heads according to the context of their locality where their schools are functioning. Since schools are part of society, they are influenced by societal norms, aspirations and biasness. India with a traditional, patriarchal and hierarchical society is still striving for establishing an egalitarian education system which can provide equal opportunities for girls and boys irrespective of their socio-economic status and geographical location of their residence.

Since majority of girls attend government schools, they become more educationally disadvantaged in case these schools are not gender friendly and devoid of basic facilities

compromising with their safety as well as quality of services. It is because of this, many girls are found lagging behind boys with serious learning deficit and consequently they tend to leave schools or fail to transit to higher level. As argued by several researchers, intersectionality of different characteristics like gender, social identity, poverty, geographic location i.e. rural and urban etc. interplay together to make any individual out the fold of education system. Typically as earlier analysis suggests, the socially disadvantaged children particularly girls from lower quintile class, living in rural areas remain educationally disadvantaged as compared to other children.

For achieving Universalisation of Elementary Education and also for overcoming all kinds of exclusion in school education, these children need immediate attention of policy makers and service providers at the local as well as higher levels. The onus is now on Government to make more serious efforts for addressing rights of all children by promoting gender and social equity in elementary education. In nutshell, gender equity needs to be brought into the centre stage of policy making and implementation right from the early grades of schools and that has to be continued till the final stage of their education. It is not enough just educate girls by providing them some kind of educational opportunities, it is more important to make efforts for ensuring their holistic development and empowerment which matters more for them to live their life with dignity, the fundamental right for all citizens of India including women. Thus promoting gender equity in education has immense implications for sustainable national development as well as human development in India.

References

- Bandyopadhyay, M. (2019). Report of Participatory Action Research for Improving the Participation of Children in Elementary Schools in India, Department of School and Non-formal Education, NIEPA, New Delhi.
- Bandyopadhyay, M. (2017a). Achieving the Goals of Universalization of Elementary Education through Inter-Sectoral Convergence, chapter in the book edited by Ajit Mondal on *Pivotal Issues in Indian Education*, Kalpaz Publications, ISBN: 978-93-512-8259-4.
- Bandyopadhyay, M. (2017b). Access and Equity in Elementary Education in India: Policy and Practices chapter in the book edited by Deepa Idnani on *Right to Education and Schooling*, Rawat Publications, Jaipur, India, ISBN: 978-81-316-0839-5.
- Bandyopadhyay, M. (2017c). Teachers and Teacher Education in India: Issues, Trend and Challenges in *Edulight*, Volume - 6, Issue - 11, May, 2017.

- Bandyopadhyay, M. (2017d). Social and Regional Inequality in Elementary Education in India: Retrospect and Prospect in *Dynamics of Inclusive Classrooms: Social Diversity, Inequality and School Education in India*, Edited by Manoj K Tiwary, Sanjay Kumar, Arvind K Mishra, Orient BlackSwan, New Delhi.
- Bandyopadhyay, M. (2017e). A Study on Present Situation of Educational Access and Participation of Children at Elementary Level: A Comparative Study of Madhya Pradesh and Chhattisgarh, Mimeo, NIEPA
- Bandyopadhyay, M. (2013). Gender equity in educational access in India, *Southern African Review of Education (SARE)*, Volume 18, Number 2: 9-24.
- Bandyopadhyay, M. and Subrahmanian, R. (2011). Gender Equity in Education: A Review of Trends and Factors in Govinda, R. (ed) *Who Goes to School: Exploring Exclusion in Indian Education*, Oxford University press, New Delhi. pp: 123-165.
- Bhatty Kiran and Ambrish Dongre (2016): *India's Education Policy and Its Development Over Time: How Has Social Inequality Been Addressed?* Centre for Policy Research, New Delhi, ResearchGate, 10.13140/RG.2.2.19076.94082
- Beardmore Sarah, Lucia Fry, Amy Gray, George Harris, David Hollow, Sam Kelly, Stephanie Ostfeld, Will Smith (2007): *Make it Right: Ending the Crisis in Girls' Education*, A report by the Global Campaign for Education & RESULTS EducationalFund http://www.campaignforeducation.org/docs/reports/makeitright/MakeItRight_Report_07.pdf accessed on 27 September, 2019
- Colclough, C., Pauline R. and Mercy, T. (2000). *Gender Inequalities in Primary Schooling: The Roles of Poverty and Adverse Cultural Practice*.
- Crenshaw (1993). *Beyond Racism and Misogyny: Black Feminism and 2 Live Crew*, in Matsuda (ed). *Words That Wound: Critical Race Theory, Assaultive Speech and the First Amendment*.
- Crenshaw (1991). *Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color*, (1991) 43 *Stan. L. Rev.* 1241.
- De Londras, Fiona, (2005) *The Gendered Targeting of Women in Genocides: Using Intersectional Theory to Explore Genocidal Sexual Violence* (June 2005). Available at SSRN: <https://ssrn.com/abstract=905783> or <http://dx.doi.org/10.2139/ssrn.905783>
- Dreze J. and Kingdon, G. (1999). *School Participation in Rural India*, The Development Economics Discussion Paper Series, London.
- Fledderjohann, J et al. (2014). *Do Girls Have a Nutritional Disadvantage Compared with Boys? Statistical Models of Breastfeeding and Food Consumption Inequalities among Indian Siblings*, 9(9): e107172, Published online 2014 Sep 17 assessed at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4167551/>
- GoI (2019). *Annual Report, Periodic Labour Force Survey (PLFS), 2017-18*, Ministry of Statistics and Programme Implementation, New Delhi.
- GoI (2017). *National and Family Health Survey (NFHS-4) 2015-16*, Ministry of Health and Family Welfare, India.

- GoI, (2017). NSS Report No. 552: Education in India (2014-15): Round 71, Ministry of Statistics and Programme Implementation, New Delhi.
- GoI (2014). Millennium Development Goals – India Country Report 2014, Ministry of Statistics and Programme Implementation, New Delhi.
- GoI (2013). Twelfth Five Year Plan (2012–2017). Social Sectors, Volume III, Planning Commission of India, Sage Publications, New Delhi.
- GoI, (2013). NSS Report No. 551: Status of Education and Vocational Training in India (2009-10): Round 66, Ministry of Statistics and Programme Implementation, New Delhi.
- GoI (2011). Census of India 2011 accessed on <http://censusindia.gov.in/>
- GoI (2010). The Right of Children to Free and Compulsory Education Act, 2009 New Delhi.
- GoI (1986). National Policy on Education 1986. New Delhi: Ministry of Human Resource Development.
- Govinda R. and Bandyopadhyay, M. (2011a) Access to Elementary Education: Analytical Overview in Govinda, R. (ed) Who Goes to School: Exploring Exclusion in Indian Education, Oxford University press, New Delhi, pp: 1-86.
- Govinda, R. and Bandyopadhyay, M. (2011b). *Overcoming Exclusion Through Quality Schooling*, CREATE, University of Sussex, U.K. accessed in www.create-rpc.org on 6th August, 2011.
- Nayar, U. (1999). Planning for UPE of Girls and Women's Empowerment: Gender Studies in DPEP, National Council of Educational Research and Training, New Delhi
- NIEPA (2018). School Education in India: 2016-17, U-DISE: Flash Statistics, New Delhi.
- NIEPA (2018). State Report Cards: 2016-17, U-DISE, New Delhi.
- NIEPA (2016). School Education in India, Flash Statistics: 2016-14 to 2016-17, U-DISE, New Delhi.
- NIEPA (2016). Trends in Elementary Education, 2015-16, U-DISE, New Delhi.
- Ota, Masako and Peter G. Moffatt, (2007), The within-household schooling decision: a study of children in rural Andhra Pradesh, *Journal of Population Economics*, 20(1), pp. 223-239
- Pratham (2018). ASER: Main findings All India (rural) Report, Pratham, Assessed at: <http://img.asercentre.org/docs/ASER%202018/Release%20Material/aser2018nationalfindingsppt.pdf>
- Pratham (2013). Annual Status of Education Report (Rural) 2012, ASER Center, New Delhi.
- Ram, F et al. (2017). National Family Health Survey-4 (2015–16), Economic & Political Weekly, Vol. 52, Issue No. 16, 22 Apr, 2017.
- Ramchandran, V. (ed.) (2004). Gender and Social Equity in Primary Education: Hierarchies of Access, New Delhi: Sage Publications.

- Srinivasan, Rukmini (2012). India deadliest place in world for girl child, Times of India, Assessed at: http://articles.timesofindia.indiatimes.com/2012-02-01/india/31012468_1_child-mortality-infant-mortality-infant-deaths.
- Stromquist, Nelly P. (2001). What Poverty Does to Girls' Education: the intersection of class, gender and policy in Latin America, *Compare*, Vol. 31, No. 1, 2001.
- UNICEF (2016). Ending Extreme Poverty: A Focus on Children, UNICEF and World Bank Group, 2016 Assessed at <http://unicef.in/Whatwedo/21/Child-Labour>
- UNICEF: FACT SHEET: The rights of girls
https://www.unicef.org/french/crc/files/Rights_of_girls.pdf accessed on 27September, 2019
- Unterhalter, Elaine (2012). Poverty, Education, Gender and the Millennium Development Goals: Reflections on Boundaries and Interestinality, *Theory and Research in Education*, November 2012.
- Wazir R. (Ed.) (2000). *The Gender Gap In Basic Education NGOs As Change Agents*. Sage Publication, London, UK
- White, G., Ruther, M. and Kahn J (2016). Educational Inequality in India: An Analysis of Gender Differences in Reading and Mathematics, University of Maryland College Park, USA
- World Economic Forum's Global Gender Gap Index- 2017

A Study on Child Rights and Academic Achievement of Tribal Students of Secondary Schools in Kerala, India

*Bhaskaran Pakkam*¹

¹ Principal, DIET Kasaragod, Kerala, India

Corresponding author: bhaskaranpakkam@gmail.com

Keywords: Child Rights, Tribal students, Academic achievement, 3 P:s

Introduction

Kerala is one of the educationally developed states in India. The progressive initiative by the state government in the field of education over the year has resulted in the educational development of the state. More than 90% of the children in the state have access to primary school within one kilometer and access to secondary and higher secondary schools within 2 to 4 kilometers. The system of general education in Kerala is unique in many ways. It is inclusive, secular, democratic and open to all children (RTE Act, (2009)). The facilities and atmosphere of schools in the state have been improving fast to become child friendly and centres of excellence.

The benefit of this educational development is not yet reached among all sections of the society. The tribal children are still educationally backward even though various programmes and activities are being initiated by the government. The fact remains that for various reasons the tribal children could not make use of the resources and services offered by the government for improving their education status. The system is not successful in ensuring a safe, caring and encouraging school atmosphere to the tribal

children. They are also not entitled to the right to participation, the right to access information, the right to expression, the right to involvement in school activities. In the child rights perspective this is a serious issue as it results low motivation and poor aspiration for learning and achievement among the tribal children.

A study in this area would be helpful to review the status of tribal students' academic achievement in relation to the provision, protection and participation aspects of child rights. In this context I have done a study – entitled as “A study on provision, protection and participation aspects of child rights and academic achievement of tribal students of secondary schools in Kasaragod District, Kerala”. The International Training Programme on Child Rights, Classroom and School Management organised by Lund University and funded by SIDA, Sweden has given me a new insight in the area to work seriously. The programme was to ensure an effective implementation of the CRC in the education sector (Wickenberg, Per et al (eds.2009); Leo, Ulf et al (eds.2014); Rasmusson, Bodil et al (eds.2016).

The purpose of the study

“There is no cause which merits a higher priority than the protection and development of children, on whom the survival, stability and advancement of all nations-and, indeed, of human civilization – depends”-says the Plan of Action of the World Summit for Children, 30th Sept’1990. The purpose of this study was to investigate the status of provision, protection and participation aspects of child rights of tribal children in relation to their academic performance. And this study was connected to my Ph.D thesis titled as ‘a study on provision, protection and participation aspects of child rights and academic achievement of tribal students of secondary schools in Kasaragod district of Kerala, India (Bhaskaran Pulikodan (2016). This study purport to bring out the real condition and situation of tribal school going children in matters of academic achievement as an effect of provision, protection and participation aspects of child rights in the present context. The findings of the study may help to design policies and programmes for the overall educational development of the tribal children.

Research questions

The following are the research questions set prior to the study by the Investigator

1. Is there any difference between tribal boys and tribal girls in academic achievement?
2. Is there any difference between tribal boys and girls in provision, protection and participation aspects of child rights?
3. Is there any difference between tribal students from below poverty line and above poverty line families in provision, protection and participation aspects of child rights?
4. Is there any difference between tribal students of government and private aided secondary schools in provision, protection and participation aspects of child rights?
5. Is there any correlation between provision, protection and participation with academic achievement of tribal students?
6. Is there any correlation between provision, protection and participation and academic achievement of tribal students of government schools?
7. Is there any correlation between provision, protection and participation and academic achievement of tribal students of private aided schools?

The theoretical framework

Human rights are the basic standards that people need to live in dignity. All human beings are entitled to enjoy human rights. Education is often assigned a prominent role in order to make children and young people embrace the values inherent in human rights. The UN Convention on the Rights of the Child (UNCRC-1989) is one of the most comprehensive and innovative pieces of human rights legislation ever introduced. It provides exceptional opportunities for the advancement of children's rights and setting standards on children's issues and providing a valuable set of guidelines for future action. The convention has particular implications for educationalists and their practice. The convention is both an agenda for action and a means by which public understanding and education on children's rights can be developed. The guiding principles that underpin child rights is given below. (UNCRC-1989, UNICEF (2009) Child Friendly Schools Manual).

- Non-discrimination
- The best interests of the child
- The right to survival and development
- The views of the child must be heard and respected in all matters concerning his or her rights.

The three core aspects of child rights - provision, protection and participation: Provision stands for the rights to the resources, skills and services necessary for the survival and full development of the child (Veerman, P, (2010). In this context it stands for all the resources and services required for the education of the child. **Protection rights** include protection from all forms of child abuse, neglect, discrimination, exploitation and cruelty. In the educational context it refers to a safe, caring and encouraging school atmosphere. By **participation rights** children are entitled to the freedom to express opinions and to have a say and involvement in decision making in matters affecting them.

In the present study I have analysed the three core aspects of child rights (provision, protection and participation) as conceived by the UNCRC 1989 in the educational context of tribal students. I have attempted to find out the relationship between provision, protection and participation aspects of child rights and the academic achievement of tribal students. Increased participation is generally expected to meet the diversity of needs of all learners (Leo, Ulf; Alfredsson, Emma; Andersson, Lena; W. Flinck, Agneta; Rasmusson, Bodil & Wickenberg, Per (ed.) (2014). It would contribute to empowerment of children, to develop their personalities, identities, skills and competencies, to strengthen their self-esteem and give them space to claim their rights and *participation in decision making in schools*. Creating a safe and caring school environment would help children to involve in talking about their problems and working on solutions together with adults

Methodology of the study

Survey method was used in this study.

The variables of the study are:

- I. Independent Variables: Provision, Protection and Participation
- II. Dependent Variable: Academic achievement
- III. Background Variables: Gender, Type of Management, Financial status of parents.

Tools used for this study: A self-developed and standardized tool – ‘Questionnaire for students on provision, protection and participation’.

Sample selected for the study:

A representative sample of 500 tribal pupils of Standard IX of secondary schools in Kasaragod district of Kerala was selected. Stratified Random Sampling Technique was applied giving due representation to Gender, Locale, Type of Management of schools and Medium of Instruction. (Malayalam & Kannada).

Data on Academic achievement of Pupils: The Academic achievements of pupils were determined on the basis of the scores obtained by pupils in the second term evaluation conducted by the Department of General Education, Government of Kerala.⁴

Statistical Techniques

The following statistical techniques were used for analyzing the data.

- Descriptive Analysis (Mean, Median and Standard Deviation)
- Differential Analysis (Independent Sample t-test, One Way ANOVA, Two Way ANOVA with 3 x 3 Factorial Design)
- Co relational Analysis (Carl Pearson’s Coefficient of Correlation)

⁴ About the knowledge on their school result: For this I have depended on the **result of Second Terminal Examination** conducted by Education department in Kerala. The evaluation tool was reliable and valid and generally using the result for further analysis and follow up planning

Results of the study

The results of the study is summarized below.

Tabel 1
The test of significance of mean scores of academic achievement - gender

Gender	Number	Mean	SD	't'-value	Significance (0.01 level)
Boy	225	130.022	74.944	4.701	Significant
Girl	225	163.813	77.530	-	-

When the mean scores of academic achievement for tribal boys and girls are compared, it is found that boys and girls differ significantly in academic achievement. The critical ratio ('t' value) obtained is greater than the table value 2.58, which indicate that the group difference is significant at 0.01 level. The calculated critical ratio reveals that the academic achievement of tribal girls is higher than tribal boys.

Tabel 2
Result of 3 Ps and academic achievement based on background variables

Back ground variables	Independent Variables							
	Provision		Protection		participation		Acad.achievement	
	t- Value	Level of Sig.	t- Value	Level of Sig.	t- Value	Level of Sig.	t- Value	Level of Sig.
Gender	1.472	*NS	1.600	*NS	0.259	*NS	4.701	0.01
Type of Management	6.038	0.01	0.485	*NS	0.481	*NS	0.141	*NS
Economic status	1.619	*N S	0.572	*N S	3.177	0.01	4.259	0.01

In provision aspects of child rights there is no significant difference between tribal boys and girls in their mean scores. The critical ratio ('t' value) calculated for the variable is below the table value 1.96. From this it is inferred that there is no significant difference between tribal boys and girls in provision aspects of child right. When the mean score of provision for tribal students of government and private aided schools are compared, it is found that tribal students of government and private schools differ significantly. The critical ratio calculated is greater than the table value 2.58, which indicate that the group difference is significant at 0.01 level; and it is inferred that private aided schools are better than government schools in provision aspects of child rights. It is also found that there is no significant difference between tribal students from Below Poverty Line and Above Poverty Line families in provision aspects of child rights. The critical ratio calculated for these two variables are below the table values 1.96.

In protection aspects of child rights there is no significant difference between tribal boys and girls. When the mean scores of tribal students of government and private aided secondary schools in protection aspects of child rights are compared it is also found that there is no significant difference between tribal students of government and private aided schools in their mean scores. The critical ratio ('t' value) obtained for the variable was below the table value 1.96 which indicates that the group difference between tribal students of government and private aided secondary schools in protection aspects of child rights is not significant. The mean scores of tribal students of secondary schools from Below Poverty Line (BPL) and Above Poverty Line (APL) families in protection aspects of child rights are compared it is found that there is no significant difference between tribal students of BPL and APL families in their mean scores.

The mean scores of boys and girls in participation are compared it is found that there is no significant difference between boys and girls in their mean scores. The critical ratio ('t' value) obtained for the variable is below the table value 1.96 which indicates that the group difference between Boys and Girls in Participation aspects of child right is not significant. When the mean scores of tribal students of government and private aided schools in participation aspects of child rights are compared it is also found that there is no significant difference between tribal students of government and private aided secondary schools in their mean scores. The critical ratio ('t' value) obtained for the variable is below the table value 1.96, which indicates that the group difference between tribal students of government and private aided schools in participation aspects of child rights is not significant. But when the mean scores of the variable participation for BPL and APL are compared; it is found that tribal students of Below Poverty Line and Above Poverty Line families differ significantly in participation. The critical ratio obtained is greater than 2.58 which indicate that the group difference is significant at 0.01 levels. From the calculated critical ratio ('t' value) it is inferred that the participation aspects of tribal secondary school students from BPL and APL families differ significantly.

Tabel 3
Relationship of 3 Ps with academic achievement – Total sample

Sl.No	Variables	Correlation (r)	t - value	Sig.level
1.	Provision & Academic achievement	+0.117871	2.512383	0.05
2.	Protection & Academic achievement	+0.204986	4.432865	0.01
3.	Participation& Academic achievement	+0.14604	3.124583	0.01

From the correlation between provision and academic achievement of tribal students for the total sample, the 'r' value obtained shows (r +0.117871) a negligible positive

correlation between these variables (Crude criterion method – John W Best and James V Khan) The calculated ‘t’ value is 2.512383 which is greater than the table value 2.326 in one tailed test of significance. This indicates the relationships between these variables are highly significant at 0.05 level. From this it is inferred that there is a significant positive correlation between provision and academic achievement.

From the correlation between protection and Academic achievement of tribal students of secondary schools for the total sample, the ‘r’ value obtained shows (r +0.204986) a low positive correlation between these variables. The calculated ‘t’ value is 4.432865, which is greater than the table value 2.326 in one tailed test of significance. This indicates that the relationships between these variables are highly significant at 0.01 level. There for it is inferred that there is significant relationship between protection aspects of child rights and academic achievement of tribal students of secondary schools.

Again from the table above the correlation between participation and academic achievement of tribal students of secondary schools for the total sample, the ‘r’ value obtained shows (r ++0.14604) a negligible positive correlation between these variables. The calculated ‘t’ value is 3.124583, which is greater than the table value 2.326 in one tailed test of significance. This indicates the relationships between these variables are highly significant at 0.01 level. There for it is inferred that there is significant relationship between participation aspects of child rights and academic achievement of tribal students of secondary schools.

Tabel 4
Relationship of 3 Ps with academic achievement (Gender)

Sl. No	Variables	Boys			Girls		
		r-value	t-value	Sig level	t-value	r-value	Sig. level
1.	Provision & Acad. achieve-	+0.171961	2.606754	0.01	+0.03583	0.535403	*NS
2.	Protection & Acad. achieve-	+0.248161	3.825496	0.01	+0.139945	2.110587	0.05
3.	Participation & Acade.achieve-	+0.281892	4.387478	0.01	+0.140541	1.726891	0.05

From the table above the correlation between provision and academic achievement of tribal students of secondary schools for the sub sample boys, the ‘r’ value obtained shows (r +0.171961) a negligible positive correlation between these variables. The calculated ‘t’ value is 2.606754 which is greater than the table value 2.326 in one tailed test of significance. This indicates the relationships between these variables are highly significant at 0.01 level. Hence it is inferred that there is significant positive correlation between provision and academic achievement.

The correlation between provision and academic achievement of tribal students of secondary schools for the sub sample girls, the 'r' value obtained shows ($r +0.03583$) a negligible positive correlation between these variables. The calculated 't' value is 0.535403 which is less than the table value 1.645 in one tailed test of significance. This indicates the relationships between these variables are not significant. There for it is inferred that there is no significant positive correlation between provision and academic achievement of tribal girls of secondary schools.

The correlation between Protection and academic achievement of tribal students of secondary schools for the sub sample boys, the 'r' value obtained shows ($r +0.248161$) a low positive correlation between these variables. The calculated 't' value is 3.825496, which is greater than the table value 2.326 in one tailed test of significance. This indicates the relationships between these variables are highly significant at 0.01 level. There for it is inferred that there is significant relationship between protection aspects of child rights and academic achievement of tribal boys of secondary schools

The correlation between Protection and academic achievement of tribal students of secondary schools for the sub sample girls, the 'r' value obtained shows ($r +0.139945$) a negligible positive correlation between these variables. The calculated 't' value is 2.110587, which is greater than the table value 1.645 in one tailed test of significance. This indicates the relationships between these variables are significant at 0.05 level. There for it is inferred that there is significant relationship between protection aspects of child rights and academic achievement of tribal girls of secondary schools.

The correlation between Participation and academic achievement of tribal students of secondary schools for the sub sample boys, the 'r' value obtained shows ($r +0.281892$) a low positive correlation between these variables. The calculated 't' value is 4.387478, which is greater than the table value 2.326 in one tailed test of significance. This indicates the relationships between these variables are highly significant at 0.01 level. There for it is inferred that there is significant relationship between participation aspects of child rights and academic achievement of tribal boys of secondary schools.

The correlation between Participation and academic achievement of tribal students of secondary school for the sub sample girls, the 'r' value obtained shows ($r +0.140541$) a negligible positive correlation between these variables. The calculated 't' value is 1.726891, which is greater than the table value 1.645 in one tailed test of significance. There for it is inferred that there is significant relationship between participation aspects of child rights and academic achievement of tribal girls of secondary schools.

Tabel 5.
Relationship of 3 Ps with academic achievement (Type of Management)

Sl. No	Variables	Govt.			Govt. Aided		
		<i>r-value</i>	<i>t-value</i>	<i>Sig level</i>	<i>t-value</i>	<i>r-value</i>	<i>Sig. level</i>
1.	Provision & Acad. Achiev.	+0.127412	2.21754	0.05	+0.121343	1.487188	*NS
2.	Protection & Acad. achieve-	+0.126132	2.194912	0.05	+0.314858	4.035676	0.01
3.	Participation & Acad. Achiev.	+0.150092	2.620679	0.01	+0.140541	1.726891	0.05

From the table above the correlation between Provision and academic achievement of tribal students of secondary schools for the variable type of management of school-government schools, the '*r*' value obtained shows (r+0.127412) a negligible positive correlation between the variables. The calculated '*t*' value is 2.21754 which is greater than the table value 1.645. This indicates the relationships between these variables are significant at 0.05 level. From this it is inferred that there is significant positive correlation between provision and academic achievement of tribal students of government schools.

The correlation between provision and academic achievement of tribal students of secondary schools for the sub sample type of management of school- private aided, the '*r*' value obtained shows (r+0.121343) a negligible positive correlation between these variables. The calculated '*t*' value is 1.487188 which is less than the table value 1.645 in one tailed test of significance. This indicates the relationships between these variables are not significant. From this it is inferred that there is no significant correlation between provision and academic achievement of tribal students of private aided schools at secondary level.

The correlation between Protection and academic achievement of tribal students of secondary schools for the sub sample type of management of school-government; the '*r*' value obtained shows (r+0.126132) a negligible positive correlation between these variables. The calculated '*t*' value is 2.194912, which is greater than the table value 1.645 in one tailed test of significance. This indicates the relationships between these variables are significant at 0.05 level. There for it is inferred that there is significant relationship between protection aspects of child rights and academic achievement of tribal students of government secondary schools.

The correlation between Protection and academic achievement of tribal students of secondary schools for the sub sample type of management of school- private aided. The '*r*' value obtained shows (r++0.314858) a low positive correlation between these variables. The calculated '*t*' value is 4.035676, which is greater than the table value

2.326 in one tailed test of significance. This indicates the relationships between these variables are significant at 0.01 level. There for it is inferred that there is significant relationship between protection aspects of child rights and academic achievement of tribal students of private aided secondary schools.

The correlation between Participation and academic achievement of tribal students of secondary schools for the sub sample type of management of school- government the ' r ' value obtained shows ($r+0.150092$) a negligible positive correlation between these variables. The calculated ' t ' value is 2.620679, which is greater than the table value 2.326 in one tailed test of significance. This indicates the relationship between these variables is significant at 0.01 level. There for it is inferred that there is significant relationship between participation aspects of child rights and academic achievement of tribal students of government secondary schools.

The correlation between Participation and academic achievement of tribal students of secondary schools for the sub sample type of management of school- private aided, the ' r ' value obtained shows ($r+0.140541$) a negligible positive correlation between these variables. The calculated ' t ' value is 1.726891, which is greater than the table value 1.645 in one tailed test of significance. This indicates the relationships between these variables are significant at 0.05 level. There for it is inferred that there is significant relationship between participation aspects of child rights and academic achievement of tribal students of private aided schools.

Conclusions

From the above results and discussions the following conclusions could be arrived at.

The tribal girls of secondary schools show better academic performance than tribal boys of secondary schools. In matters of academic achievement, there is no significant difference between tribal students of government and private aided secondary schools.

It is found that there is no significant difference between tribal boys and girls in provision, protection and participation aspects of child right. This clearly affirms the fact that there is no notable gender bias in schools and both boys and girls enjoy the same status in schools.

The finding that in participation aspects of child rights tribal boys and girls are not significantly different reveals the fact that both tribal boys and girls get equal opportunities in the class room for expressing their ideas, asking questions and for participating in class room and school activities. Though tribal boys and girls are in the

same level in participation; they are far behind in actual class room and school participation when compared to other students.

The study also found that tribal students of private aided secondary schools and tribal students from economically sound families (Above Poverty Line) show better participation in class room and school activities. This may be due to the positive school climate provided in private aided schools and the supportive environment available in economically sound families of tribal students. Students from poor socio- economic back ground have low motivation and aspiration.

This finding confirms the findings of Sharma, (1991). He added that ‘tribal students are found to have low motivation and poor aspiration for learning and achievement, low vocational and educational aspiration and are restricted to their own ecology and environment’. Their self-concept and level of aspiration has direct relationship with their academic performance (Tripathy, S. N, (2014).

It is also found that there is no significant difference between tribal students from Below Poverty Line and Above Poverty Line families in provision, protection aspects of child rights. But in participation aspects, tribal students from Above Poverty Line families show better position.

The tribal students of private aided schools are better in Provision aspects and are getting more resources and services (provision) than tribal students of government schools. It has been observed that for attracting students and improving enrolment private aided schools authorities offers all kinds of resources and facilities to students. In the case of protection and participation aspects there is no significant difference between tribal students of government and private aided schools.

The findings of the present study highlighted the positive correlation between provision and academic achievement of tribal students. The study found that if better services and resources are provided to tribal students, definitely it will contribute to their academic performance. So provision in terms of various resources and services such as good food, safe drinking water, good toilet facilities, resting place, health care, recreational facilities, access to sufficient learning materials etc., are basic things for students to achieve better academic performance. The co-existence of provision aspects of child rights and human development in terms of academic achievement are very important. Janette Habashi, *et al.* (2010) in their study also analysed the co-existence of provision aspects of child rights and human development. They say children’s rights to education and health care are exclusively linked to the provision premise.

In the present study this positive correlation between provision and academic achievement is evident in the case of tribal boys and girls in government schools;

whereas this is not an influential factor for academic achievement in the case of tribal students (Boys & Girls) of private aided secondary schools.

As per the norms of the UN Convention on the Rights of the Child, schools should ensure a healthy safe and protective environment for children's emotional, psychological and physical well-being. The present study has found that the protection aspects of child rights of tribal students are high in schools. Both boys and girls are getting the same level of care and protection. The safe and protective environment provided to tribal students in schools has positive correlation on their academic achievement. Perhaps girls should have been given a better healthy and safe environment in schools. Tribal students irrespective of government or private aided schools enjoy the same level of safety and protection in schools. The school level mechanisms for protection are on the basis of government's directives. Not all schools are coming up with their own 'school code of conduct' for safety of children.

There is positive correlation between protection and academic achievement in both government and private aided schools. The care for the safety and protection of students, and the programs for student's inclusion in class room and school activities resulted in better academic performance of students.

There is no significant difference between tribal boys and girls in participation aspects of child rights in government and private aided schools. The academic achievement of tribal girls' students varies significantly corresponding to their participation in school activities, but do not significantly vary in the case of boys. In the case of tribal students (both gender) of private aided schools there is a positive correlation between the participation and academic achievement. So, it could be concluded that if participation of tribal students in the learning process is improved; it will contribute to their empowerment; help them to develop their personalities, identities, strengthen their self-esteem and give them space to claim their rights and better academic achievement (Ken Springer & Deborah Diffily, 2015).

The study findings also reveal that participation aspects of child rights have positive effect on the academic achievement of tribal students. This finding is confirmed by the findings of Heward, (2000). His research showed that student's academic achievement is positively influenced by the amount of active participation in the learning process. This positive correlation could be seen among tribal boys and girls in both government and private aided secondary schools. The reason for this situation may be due to the change in attitude among teachers and the school to favor students self-initiative, their freedom of expression and participation and decision making in matters related to them. Though participation is a crucial determinant of student's academic achievement; the level of participation of tribal students in the present school situation

is a big question. An inclusive classroom will surely recognize the participation need of tribal student. Bruce Haynes, (2012) in his study also reiterated this fact. According to him 'Inclusion' may be used in a classroom setting to refer to participation in the educational processes intended by the teacher as part of the curriculum.

An understanding about the present status of tribal students in provision, protection and participation aspects may help teachers to develop new vision and approach to the education of tribal children. It would be helpful to educational officers and policy makers in designing educational programs addressing the needs of tribal children.

References

- Annan, Kofi A. 2010. *We the Children: Meeting the promises of the World Summit for Children*. Secretary-General of the United Nations.
- Bhakhry, Savita. 2010. *Children in India and their Rights*. National Human Rights Commission Faridkot House, Copernicus Marg New Delhi 110 001, India.
- Habashi, Janette, Wright, Lynne, Hathcoat, John D. 2010. *Patterns of Human Development Indicators Across Constitutional Analysis of Children's Rights to Protection, Provision, and Participation*. Published online: Springer Science+Business Media B.V. 2011.
- Hodgkin, Rachel & Newell, Peter. 2007. *Implementation Hand Book for the Convention on the Rights of the Child*. UNICEF, Geneva, Switzerland.
- Konstantoni, Kristina. 2012. *Children's rights-based approaches: the challenges of listening to taboo/discriminatory issues and moving beyond children's participation*. *International Journal of Early Years Education*. Vol. 21, No. 4.
- Leo, Ulf; Alfredsson, Emma; Andersson, Lena; W. Flinck, Agneta; Rasmusson, Bodil & Wickenberg, Per (eds.) (2014). *Enforcing Child Rights Globally. Experiences and Reflections from the International Training Programme on Child Rights, Classroom and School Management*. Lund: Lund University.
- Pakkam, Bhaskaran. 2016. *A study on provision, protection and participation aspects of child rights and academic achievement of tribal students of secondary schools in Kasaragod district, Kerala, India; department of education Karpagam University, Coimbatore Tamil Nadu*.
- Qvortrup, Jens (1993). *Children at Risk or Childhood at Risk – A Plea for a Politics of Childhood*. In Heiliö, Pia-Liisa; Lauronen, Erja & Bardy, Marjatta (red.) *Politics of Childhood and Children at Risk – Protection – Provision - Participation*. Eurosocial Report 45. Vienna: European Centre for Social Welfare and Researchap.
- Rasmusson, Bodil; Alfredsson, Emma; Andersson, Lena; Leo, Ulf; W. Flinck, Agneta & Wickenberg, Per (eds.) (2016). *Realising Child Rights in Education. Experiences and*

Reflections from the International Training Programme on Child Rights, Classroom and School Management. Lund: Lund University.

- SIDA. 2009. Child Rights, Classroom & School Management Lund University, Sida Preconference Paper Impact & Dissemination Seminar Bangkok.
- Springer, Ken & Diffily, Deborah. 2015. The Relationship between Intensity and Breadth of After-School Program Participation and Academic Achievement: Evidence From A Short-Term Longitudinal Study.
- Tripathy, S. N. 2014. A study of the academic performance of tribal and nontribal high school students in relation to their self concept, level of aspiration and academic motivation. Fifth survey of educational research. New Delhi, NCERT.
- The Right of Children to Free and Compulsory Education (RTE Act), 2009. Department of School Education & Literacy, Ministry of Human Resource Development, Government of India.
- UN Convention on the Rights of the Child (1989), <https://www.ohchr.org/en/>
- UNICEF (2009). Child Friendly Schools. Manual. https://www.unicef.org/publications/index_49574.html
- Veerman, P. 2010. The ageing of the UN Convention on the Rights of the Child. *International Journal of Children's Rights* 18(4).
- Verhellen, Eugeen. (2000). *Convention of the Rights of the Child: background, motivation, strategies, and main themes.* Leuven: Garant.
- Wickenberg, P, Agneta W Flinck, Ulf Leo, Bodil Rasmusson, Richard Stenelo, and Bereket Yebio (eds.2009) Taking child rights seriously Reflections on five years of an international training programme ISBN: 978-91-978381-0-8 Printed by Media-Tryck, Lund University, Lund Sweden.

Appendix

Definitions of key terms used in the study

- a. **Child Rights:** Child rights are fundamental freedom and the inherent rights of all human beings below the age of 18 (The UN Convention on the Rights of the Child - 1989)
- b. **Provision:** Provision stands for the right of a child to an adequate standard of living, health care, education and services, and right to play. In this context whatever resources and services offered to child for his/her well being, particularly for educational attainment.
- c. **Protection:** Protection stands for the right of the child to be shielded from certain acts and practices (social and individual misuses) by the government, adults, parents, teachers etc. These rights include protection from all forms of child abuse, neglect, exploitation and cruelty in school context.
- d. **Participation:** Under participation children are entitled to the freedom to express opinions, to be heard and have a say in matters affecting their social, educational, economic, cultural and political life. It accepts children as decision makers in school context.
- e. **Academic Achievement:** Academic achievement refers to tangible accomplishments or proficiency of students expected to achieve in particular class.
- f. **Tribal children :** Tribal children refers to children of backward communities identified on the basis of geographical isolation, backwardness, distinctive culture, language and religion and shyness of contact living in the interior and remote parts of India. Scheduled Tribes are those communities who are scheduled in accordance with article - 342 of the constitution of India
- g. **Government schools:** Schools that are directly funded and run by the government
- h. **Private Aided Schools:** Schools run by persons, corporate or other agencies which are recognised by and are receiving aid in the form of salary and other financial support from the Government.
- i. **Above Poverty Line:** It is a measure of persons who live above its nationally designated poverty threshold.

j. **Below Poverty Line:** It is an economic benchmark used by the government to indicate economic disadvantage and to identify individuals and households in need of government assistance and aid.

Questionnaire for students

Read carefully the statements/questions given below and feel free to select your choice of right response from the options given. The responses given by you will be taken as confidential and will be used only for this study.

Part. I-A. Access to Resources

Are you getting any of the following materials freely from the school? Put **Tick** mark - Yes or No.

- | | | | | | |
|-----------------|-----|----|-------------------|-----|----|
| 1. Pen & Pencil | Yes | No | 4. Note books | Yes | No |
| 2. Umbrella | Yes | No | 5. Instrument box | Yes | No |
| 3. Chappals | Yes | No | 6. Bag | Yes | No |

Part-I-B. Access to Services	1. Never	2. Sometimes	3. Always
1. I feel my classroom is comfortable for study			
2. I like the noon meal served in the school			
3. I am getting purified drinking water from the school			
4. I have easy access to toilet facility in the school			
5. The toilet I am using is neat, clean and safe			
6. I have opportunity to attend sports, games and physical exercise m activities in the school			
7. I get chance to attend leisure and recreational activities in the school			
8. I get care, attention and timely help from the school when I face health problems			
9. I get chance to participate in cultural activities			
10. The school provides me information about my rights as a student			
11. I can freely use library and reading materials when I need it for my studies			
12. I can use science lab for doing experiments and other activities			
13. I have easy access to computers and other ICT devices for my study purpose			
Part-II			
1. I feel safe at school			
2. I feel safe to tell my problems with my teachers			
3. Teachers are friendly to me			
4. Teachers are taking care of me			
5. Teachers listen to my problems			
6. I get solutions to my problems from the teachers			
7. I am scared of my teachers			
8. I do not feel burden of learning in the class			
9. I do not feel burden of home work			

10. I am getting punishment in the school			
11. My school rules are good			
12. I feel I am not cared in the school			
13. Boys and girls are equally treated in my school.			
14. When I have problems I tell the teachers			
15. Our Headmaster supervises my school environment and students			
16. My achievement in the school has been publically recognized in the school assembly or in other situations.			
17. I get positive comments about achievements and suggestions for improvement of my studies from the teachers.			
18. I am confident that I will get help and support in the school when I need it			
Part-III			
1. I ask questions and raise doubts in the class			
2. Teachers listen to me when I ask questions and doubts.			
3. I get chance to become group leader when I work in group activities in the class			
4. When I work in group, I get chance to share my ideas with others			
5. When I work in group I listen to what others say			
6. When I work in group I get chance to report in the whole class			
7. I hold leadership position in the class-as class leader, group leader, club member etc.			
8. I raise questions, issues, suggestions in the class meetings.			
9. I get chance to put my ideas and suggestions for improving school/classroom environment			
10. I hold leadership position in the school- as school leader, Prime minister, Club Convenor etc			
11. Myself and my friends have voice and role in organising school celebrations			
12. Myself and my friends have voice and role in deciding the menu of noon meal			
13. Myself and my friends have voice and role in selecting uniform			
14. Myself and my friends have voice and role in planning class/school beautification activities			
15. Myself and my friends have voice and role in solving problems and issues of students.			
16. Myself and my friends have voice and role in planning and conducting study tour.			
17. Myself and my friends have voice and role in utilising leisure time.			
18. I get opportunity to get involved in community work.			
19. I express my opinions about school issues through mechanisms such as school publication, Bulletin Board or opinion box.			
20. I get all the necessary information about the school and its functions.			

Right to Education of the Children of Migrant Workers of Kerala - An Analysis

*Naseema Chandrikalayam*¹

¹ Faculty of Education, University of Calicut, Kerala, India

Corresponding author: drcnaseema@gmail.com

Keywords: Right to Education, Children of Migrant Workers, Kerala state, Child Rights

Introduction

The word, migration is a way of life and it can reduce poverty, inequality and contributes to overall economic growth and development. The interrelationship between migration and economic development is universally recognized (Deshingkar, 2006). It is in the context that migration shifts the human resources from the areas where their social marginal products are assumed to be zero or negligible to the place where their marginal products grow rapidly as a result of capital accumulation and technological progress.

Migration in India is mostly influenced by social structures and patterns of development. The development policies by all the governments since Independence have accelerated the process of migration. Uneven development is the main cause of migration. Added to it, are the disparities, inter regional and amongst different socio-economic classes. The landless poor who mostly belong to lower castes, indigenous communities and economically backward regions constitute the major portion of migrants.

Indian agriculture became non remunerative, taking the lives of 100 000 peasants during the period from 1996 to 2003, i.e. a suicide of an Indian peasant every 45 minutes. Hence, the rural people from the downtrodden and backward communities and backward regions such as Bihar, Orissa, West Bengal, Assam and Uttar Pradesh travel far afield seeking employment at the lowest rungs in construction of roads, irrigation projects, commercial and residential complexes (Joseph, K.V, 2001).

The migrant workers face additional problems and constraints as they are both labourers and migrants. Hence, there is no improvement in the working and living conditions for migrant workers and hence their children. As per Right to Education Act came into effect in India in 2010, every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Purpose of the study

To analyse the percentage of children of Migrant workers studying in different educational levels in schools of Kerala and to find out the main challenges faced by them in school education .

Research questions

1. What percentage of children of migrant workers in Kerala state is attending schools regularly?
2. What are the main challenges faced by the children of migrant workers in Kerala in their education?

Theoretical framework

Why Migration to Kerala?

Emigration of Keralites to the Gulf countries and the consequent inward remittances to Kerala has made certain beneficial changes in the state economy since the middle of 1970. Due to this factor, people from other states of India started migrating to Kerala seeking a job or for construction works as labourers. This trend is still continuing and migratory workers are more in the field of construction, kitchens of the hotels, in factories and industries and in all other manual labour areas of Kerala.

High literacy rates and better education has prompted Keralites to look for higher wages and skilled labour abroad which are sometimes considered more respectable. This has led to a decline in the availability of workforce in Kerala especially in unskilled jobs. According to a survey conducted in 2014 by the Gulati Institute of Finance and Taxation, there are over 2 500 000 migrant labourers in Kerala from other states of India, with an annual arrival rate of 235 000 i.e., around 630 new migrant workers are coming to Kerala per day with a sum of Rs 17,500 crores going outside the state each year as wages to the migrant workers.

The number of migrant workers in Kerala was almost one-tenth of that of the local population which was about 33 million in 2011. It is estimated to rise as high as 4.8 million by 2023. Besides, within 10 years, the majority of the local population would have aged above 40 years and this could lead to a further increase of migration from other states.

Kerala offers the best wage rates in the country in the unorganised sector. Sustained job opportunities, comparatively peaceful social environment, relatively less discriminatory treatment of workers, direct trains from native states, the ease with which the money they earn can be transferred home and the availability of mobile phones cutting short the distance from homes influenced the migration to Kerala (Mathew K.S., Mahavir Singh and Joy Varkey, 2005).

Nowadays, the migration to Kerala state is very high. Those migrant people are living with their family. So they send their children to schools. The poor enrolment of children from migrant families in schools is a concern in Kerala, which is historically a state with the highest literacy rate in India. While a significant number of children of migrant workers had been enrolled in schools across the districts, the number of migrant children not attending schools could also be substantial.

UN Convention of Rights of the Child.

The General Assembly of the UN adopted The Convention on the Rights of the Child (CRC) on November 20, 1989. The UN Convention on Rights of the Child is a treaty that lays out the rights of children and the standards to which all governments must aspire in order to promote these rights. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration...“ (Article 3, UN Convention on the Rights of the Child) .The CRC reflects a new vision of the child. .They are human beings and are the subject of their own rights. The Convention offers a vision of the child as an individual *and* as a member of a family and community, with rights

And responsibilities appropriate to his or her age and stage of development (See <http://www.unicef/crc>)

The Indian Constitution has a framework within which ample provisions exist for the protection, development and welfare of children. There are a wide range of laws that guarantee children their rights and entitlements as provided in the Constitution and in the UN Convention.

Right to Education Act (2009)

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A of the Indian Constitution means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. Article 21-A and the RTE Act came into effect on 1 April 2010.

(See <https://mhrd.gov.in>rte>)

The title of the RTE Act incorporates the words ‘free and compulsory’. ‘Free education’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group.

The investigator, being a change agent trained under International Training Programme on Child Rights, Classroom and School Management conducted by Lund University, Sweden, wished to conduct a study on rights of the children of migrant workers in Kerala. It was felt that even though the Right to Education Act offers free and compulsory education to all children, there are many challenges facing by children of migrant workers in Kerala state which hinders their education and the study will throw light on such factors.

Methodology

Design of the study: Survey method was employed for conducting the study.

Tools used

Questionnaire on Challenges faced by Children of Migrant Workers

The tool consists of questions related to challenges faced by children of migrant workers categorized as: i) Facilities provided in the school ii) Problems related to curriculum transaction iii) Support from the family, society and government and iv).Economical background and education of parents. The questionnaire consists of 40 questions distributed under the above dimensions and the students had to mark Yes/No to a question.⁵ The help of a person who is well versed in Hindi language was sought for data collection. Reliability and validity of the tool were ensure.

Format for collection of general data of the students

The background information of the child was collected using the format and school records were used for the purpose.

Sample used

400 children of migrant workers were selected using random sampling technique from five districts of Kerala state giving due representation to locality (rural/urban) considering the distribution of the population of migratory workers. For the purpose information from the government websites were used.

The Investigator selected children from schools of districts from Thiruvananthapuram, Ernakulam, Kozhikode, Malappuram and Kannur where there is higher density of population of migrant workers for conducting the study.

Techniques for Analysis: Percentage analysis and verbal interpretations were used.

⁵ Language used in the Questionnaire was Malayalam. Many of the students who are attending the schools know Malayalam. For those students who do not know Malayalam the help of a scholar who know Hindi was used.

Results of the study

Percentage of Children Based on their Educational Level

In the total sample of 400 children from different districts, percentage of children studying in different levels of school education are presented in Table 1. They are classified into three levels. Lower Primary (from Ist to IVth standard) , Upper Primary (from Vth to VIIth standard) and secondary level (from VIIIth to Xth standard).

Table 1
Percentage of Children of Migratory Workers Studying in Different Levels

Sl.No	Educational level	No. of children	Percentage of children (N=400)
1	Lower Primary	272	68
2	Upper Primary	40	10
3	Secondary	88	22

Table 1 shows that 68 percent of the children of the Migrant workers are studying in Lower primary level, 10 percent in upper primary level and 22 percent in Secondary level. Evidently, majority of the children of Migrant workers are studying in Lower primary level. The Children of migrant workers studying in Upper primary classes found to be low in percentage. In order to find whether the difference in percentages of students studying in different levels is statistically significant, Test of significance of difference between percentages were done. The results are presented below.

Comparison of Percentages

Comparison of the percentages of the children of migrant workers based on the levels of study revealed the following:

Table 2
Comparison of Percentages of Students at different levels

Groups compared	Percentage P ₁	Sample size N ₁	Percentage P ₂	Sample size N ₂	Critical Ratio
Lower Primary & Upper Primary	68	272	10	40	3.680**(Significant at 0.01level)
Lower Primary & Secondary	68	272	22	80	1.476 (Not significant)
Upper primary & Secondary	10	40	22	80	1.361 (Not significant)

The test of significance of difference between percentages for the children of migrant workers revealed that i) Percentage of children studying in Lower primary section is significantly higher than that in Upper primary section. ii) Percentage of children studying in Lower primary level is not significantly higher than the students in Secondary level. iii) Similarly, no significant difference exist between percentages of children studying in Upper primary and Secondary levels. It clearly shows that students drop out is high at upper primary level.

Though the RTE Act ensures the enrollment and retention of the children up to the age of 14 years, the study revealed that number of children of migratory workers is high in Lower primary stage but the retention is poor which shows that in Upper primary level the percentage of children is low. But at the same time, the number of students in the Secondary level is high. The reason for this can be attributed to the de-migration. Many of the families of the workers migrating to Kerala are returning for one reason or the other and hence retention rate is poor. But the increased percentage of children in Secondary schools show that many of the migratory workers who are residing in Kerala sends their wards up to Secondary level of education.

Challenges facing by children

From the data collected by the Questionnaire on challenges facing by children of migratory workers, the following findings were obtained. Challenges reported by the students can be categorized into the following four dimensions:

1. Facilities provided by the schools
2. Problems related to curriculum transaction
3. Support from the family, society and government for education
4. Economical background and education of parents

The major challenges facing by children of migratory workers related to schooling are presented in Table 3.

Table 3

Challenges Related to Schooling as Reported by Children of Migrant Workers

Sl No	Major challenges reported	Percentage of children responded
1	Medium of instruction in the schools is Malayalam (not their mother tongue)	96
2	Absence of physical facilities for learning at home and at school	83
3	Syllabus and text books are not easy to follow	86
4	Not enough support from teachers and government	76
5	No support from family , especially parents, for learning	84
6	Wish to stop studying and willing to go for work	62
7	Not interested in staying in Kerala state	52

Out of the major challenges reported, medium of instruction being Malayalam is the main challenge facing (96 percent) by the children because, most of the workers are from Hindi speaking states. Some speak Tamil, Telugu or Kannada. Whatever may be their mother tongue, the medium of instruction in government schools is Malayalam, the official language of Kerala and hence the migratory children find difficult to learn and follow.

Difficulty of syllabus and text books in Malayalam is also reported as a major challenge.

Absence of physical facilities for learning at home and at school, no support from family, especially parents, for learning, not enough support from teachers and government, not interested in learning and willing to go for work and absence of interest in staying in Kerala state are also reported as major challenges.

But at the same time, children reported the following as motivating factors which keep them in going to schools. They are:

- I. Support from the government in studying at schools (94 percent)
- II. Better learning atmosphere in schools of Kerala (92 percent)
- III. Good quality of Mid –Day meals provided at schools (99 percent)

Conclusions

The study revealed that 68 percent of the children of the Migrant workers are studying in Lower primary level, 10 percent in Upper primary level and 22 percent in Secondary level. It shows that majority of the children of Migrant workers are studying in Lower primary level. Comparison of percentages supported the finding that at Upper primary level the percentage is significantly less. It means that the enrollment rate may be low or the dropout rate may be high.

The children of migrant workers are facing many challenges in their school education and the most important one is the difficulty in medium of instruction, syllabus and text books and the absence of enough family support for education. But they expressed satisfaction with the mid-day meals and better learning atmosphere in schools of Kerala. Many of them were praising the state for its welfare schemes and environment because they suffer from comparatively poor living conditions.

The growing number of migrant workers' children who drop out of schools has emerged as a major concern for the "Education for All" programme in Kerala.(See <http://ssakerala.in/home/home/home.php>) This has been attributed to the migrant workers shifting from place to place in search of work thereby forcing the children to give up education. Since a majority of migrant workers wander about in search of work, the children do not get the chance to finish school. This is a major issue confronting them and the Kerala state is unable to stop them from dropping out of schools.

In order to overcome the challenges reported by the students, region specific -teaching oriented curriculum has to be adopted since the languages of migrants always differ. Migrants are also taught reading and writing skills in Malayalam and Hindi through the state literacy mission. Kerala state education department has framed certain steps for the children of migrant workers under "Education for All" scheme. Authorities should take practical steps to implement the Right to Education Act considering children of migrant workers and their problems.

References

- Deshingkat, P., & Start, D. (2006). *Seasonal migration for livelihoods in India: Coping, accumulation and exclusion*. ODI (Overseas Development Institute) Working Paper No. 220, London.
- Good, C.V. (1963). *Introduction to educational research*. New York: Appleton Century Cofth.
- Good, C.V. (Ed.). (1959). *Dictionary of education (2nd ed.)*. New York: McGraw Hill Book Company.
- Joseph, K.V. (2001). Factors and patterns of migration: The Kerala experience. *Journal of Indian Political Economy*, 55-72.
- Leo, Ulf; Alfredsson, Emma; Andersson, Lena; W. Flinck, Agneta; Rasmusson, Bodil & Wickenberg, Per (ed.) (2014). *Enforcing Child Rights Globally. Experiences and Reflections from the International Training Programme on Child Rights, Classroom and School Management*. Lund: Lund University.
- Rasmusson, Bodil; Alfredsson, Emma; Andersson, Lena; Leo, Ulf; W. Flinck, Agneta & Wickenberg, Per (eds.) (2016). *Realising Child Rights in Education. Experiences and Reflections from the International Training Programme on Child Rights, Classroom and School Management*. Lund: Lund University.
- Sathyanarayana, A. (2001). Birds of passage, migration of South Indian Labourers of South East Asia. *Critical Asian Studies*, 34(1), 89- 115. Online, Routledge Taylor and Francis Group.
- Thonippara. (2005). Bangalore city and malayali migration: Causes and consequences. In Mathew K.S., Mahavir Singh and Joy Varkey (Ed), *Migration in South India*. New Delhi: Shipra Publications, 55-73.
- Tunali, I. (2000). Rationality of migration. *International Economic Review*, 41(4).
- Wickenberg, Per; W. Flinck, Agneta; Leo, Ulf; Rasmusson, Bodil; Stenelo, Richard & Yebio, Bereket (eds.) (2009). *Taking Child Rights Seriously: Reflections on five years of an International Training Programme*. Lund: Lund University.
- Zachariah K.C., Mathew, E.T., & Rajan I.S. (2003). *Dynamics of migration in Kerala: Dimensions, differentials, and consequences*. New Delhi: Orient Longman Private Limited.

Websites

1. <http://ssakerala.in/home/home/home.php>
2. www.education.kerala.gov.in
 1. ww.indiatogether.org › schooling-the-children-of-migrant-labourers
 2. <http://www.unicef.org/crc/>
 3. www.unicef.org
 4. <https://mhrd.gov.in> › rte

An Assessment of the Involvement of Learners in School Governance - A Case of Selected Schools in Western Province, Zambia

*Stephen Chishiko*¹, *Chilobe Gladys Malambo*¹,
*Mambe Miyanda Hamududu*²

¹ Ministry of Education, Western Province, Zambia

¹ Ministry of Education, Western Province, Zambia

² Copperbelt University, Kitwe, Zambia

Corresponding author: Chishiko65@gmail.com

Keywords: Learner, Involvement (Participation), School governance, Benefits

Introduction

Problem Statement

Decision making in institutions of learning has traditionally been the responsibility of management who were deemed to know all the needs of learners and the members of staff (Coyne et al., 2006). Despite Zambia's ratification of UNCRC, the directive in the Education Act 2011 to involve children, the formulation of key child rights policies, relevant legal framework reforms and the desirable formation of school councils, no published research has been conducted to assess the extent to which learners are involved in decision making in government primary and secondary schools in Western Province. Therefore, the purpose of this study is to assess the extent to which children

participate in decision making processes and assess participation benefits with the view to filling the knowledge gap between theory and the desired child participation outcomes.

Research Questions and Objectives

1. To what extent are learners involved in the governance of primary and secondary schools in Western Province?
2. What benefits have primary and secondary schools enjoyed due to involvement of learners in governance of schools in Western Province?

The main objective of the study was to establish the extent of the involvement of learners in school governance in Western Province. The specific objectives are:

1. To find out the extent learners are involved in the governance of Primary and Secondary schools in Western Province.
2. To identify the benefits primary and secondary schools have enjoyed due to involvement of learners in governance of schools in Western Province.

Significance of the Study

Despite Zambia having ratified the UNCRC and formulated child friendly policies and legislation, the extent of children's involvement in school governance and the benefits thereof have not been widely assessed. In addition, extant literature on the Zambian situation is still very scanty and therefore, this study has attempted to provide information on what is obtaining in Western Province in respect of involvement of learners in school governance.

For many decades, governance of institutions of learning was misconstrued as a preserve of the adult folk and as such, young people were not recognised as rights-holders and were often judged to be incapable of making informed decisions (Coyné et al., 2006; Ammitzböll and Hall, 2011; Vanner, 2013, Ntandika et al., 2018). Therefore, it has been a traditional practice to exclude children from matters pertaining to the governance of educational institutions (Coyné et al., 2006; Ammitzböll and Hall, 2011; Miyanda, 2017). The attitude of adults regarding the exclusion of children from participating in school governance has its basis on the assertion that children are inexperienced, incompetent and not able to make decisions on matters that affect them and should, therefore only be seen and not heard (Jeruto and Kiprop, 2011; Badjie, 2012; Malinga et al., 2010; Maconochie, 2013).

However, with the realisation of the need to uphold human rights and include key stakeholders in management of schools, there has been a gradual paradigm shift to

involve learners in school governance (Tonheim, 2006; Björnsdóttir, 2011). It has been argued by Björnsdóttir (2011) that this change in favour of children's participation is a result of international and national agreements which have placed a lot of emphasis on children's rights implementation and making human rights a prerequisite for accessing development aid assistance. As a result, "many development aid agencies have managed to get governments and organizations to adopt a rights-based approach to policy formulation with special attention paid to children's participation" (Miyanda, 2017, p. 1).

The efforts of various child rights movements received a boost with the adoption of the United Nations Convention on the Rights of the Child (UNCRC) by the United Nations General Assembly of November 1989. The United Nations, during the twenty-seventh general assembly, also urged the world to listen to children and ensure their participation in decision making noting that children and adolescents are resourceful citizens capable of helping to build a better future for all; stating that all must respect children's right to express themselves and to participate in all matters affecting them in accordance with their age and maturity (UNICEF 2004). UNICEF (2004) highlights the commitments that were part of the special session on the children's rights dubbed 'a world fit for children' that there was an expectation to see active participation of children, raised awareness and respect among people of all ages about every child's right to meaningful participation in issues that affect them. The world was looking forward to seeing "children actively involved in decision making at all levels and in planning, implementing, monitoring and evaluating all matters affecting the rights of the child" (UNICEF, 2004, p.11).

Zambia signed UNCRC in 1990 and ratified it in 1991 as a way of showing that she had embraced the provisions of the convention (CHIN, 2007). Article 28 of UNCRC deals with the right to education and while Article 12 deals with the right of the child to have his or her views to be heard in accordance to his or her age and maturity. Article 31 of the African Charter on the Rights and Welfare of the Child (ACRWC) also highlights the principle of children's participation in decision making. In response to the UNCRC and the African Charter provisions and requirements, Zambia implemented various policies, legal frameworks and programmes of which National Policy on Education, the National Child Policy (NCP), the National Programme of Action (NPA) and the First National Development Plan (FNDP) are part (CHIN, 2007; Wickenberg et al., 2009).

Much of the activity in the child rights arena in Zambia in respect of children's participation in decision making is informed by the unwavering advocacy by international organizations such as Save the Children, the Swedish International Development Agency (SIDA) and the United Nations International Children's

Emergency Fund (UNICEF) and local Non-Governmental Organizations (NGOs) (Ammitzböll and Hall, 2011). However, the specific steps taken by Ministry of Education to train change agents to pilot and implement children's participatory rights in decision making in schools through school councils was the brainchild of SIDA (Wickenberg et al., 2009). Through a well-co-ordinated and thought out programme called '*Child Rights, Classroom and School management*', SIDA in collaboration with Lund University, has trained more than thirty seven (37) change agents spread across a number of provinces including Central, Copperbelt, Lusaka, Muchinga and Northern Zambia (Rasmusson et al. 2016).

The Education Act of 2011 article no. 26 states that "An education board or a board of management shall, in consultation with the learners, teachers and parents at the educational institution, adopt a code of conduct for the learners". The same Act under article no. 29 provides for a learner representative body which is part of the management team and it states that "The Minister may, by statutory instrument, establish a learners' representative council for an educational institution". This implies that learners have the right to be part of school governance and need to have a say in matters that affect them (UNICEF, 2004).

Despite the reverberating clarion call to implement children's participation in decision making, there has not been a universal agreement on the definition of participation (Lansdown, 2005; Davey, 2010). The word participation has greatly evolved and it is now understood to describe processes that pertain to children which include respecting the right of the children to express their views and their views taken seriously in decision making (Davey, 2010). For the purpose of this study, the term 'participation' in decision making is conceptualized as a process by which one influences and shares in the decisions which affect one's life and the life of the community where one lives and those decisions lead to change (Hart, 1992; Lansdown, 2005; Davey, 2010; Björnsdóttir, 2011). Invaluably, children's participation in decision making is associated with many benefits to the school, community and the children themselves (Lansdown, 2004; Chisanga *et al.*, 2008; Ammitzbol and Hall, 2011; Vanner, 2013; and Miyanda, 2017). Some of the benefits of children's participation in decision making that have been identified in extant literature are that participation empowers and builds children's capacity for future life, prepares children for future leadership roles, develops children's sense of responsibility to society and gives them greater sense of ownership of decisions made. The other benefits are that participation increases children's understanding of the rights of others, helps children have democratic values early in life, leads to peaceful school environments, increases sensitivity for co-existence, strengthens relationships between pupils and teachers, helps teachers to understand their responsibilities towards pupils' welfare and, contributes to peaceful communities.

Participation also leads to low rates of breaking school rules and reduces the occurrence of riots in schools (Lansdown, 2004; Chisanga et al., 2008; Ammitzböll and Hall, 2011; Vanner, 2013; and Miyanda, 2017). It is against this background that the study sought to find out the levels of involvement/ participation of learners in school governance in primary and secondary schools in Western Province and identify the benefits of involving children in decision making.

Theoretical and conceptual framework

Human rights scholars and psychologists have identified a nexus between children’s rights as articulated in Articles 6.2 & 27.1 of UNCRC and Abraham Maslow’s theory of needs (Pawson *et al.*, 2005; Granlund, 2013; Sims, 2015). According to Pawson et al. (2005, p.1), Articles 6.2 and 27.1 of the UNCRC “are possibly the two clearest overarching articles of the convention. The uncompromising message of the convention is that it is the right of all children to develop their full potential.” While children’s rights under UNCRC may be summarised into four main categories namely: survival rights (food & shelter), development rights (education, leisure & access to information), protection rights (safety and justice) and participation rights (involvement & expression of opinion) (Anne and Ong’ondo, 2013), Maslow’s hierarchy of needs (Maslow, 1970) consist of a model with five levels of both physiological and psychological developmental human *needs*, often depicted as rungs within a pyramid (Nyameh, 2013, Sims, 2015) as presented in Figure 1 below.

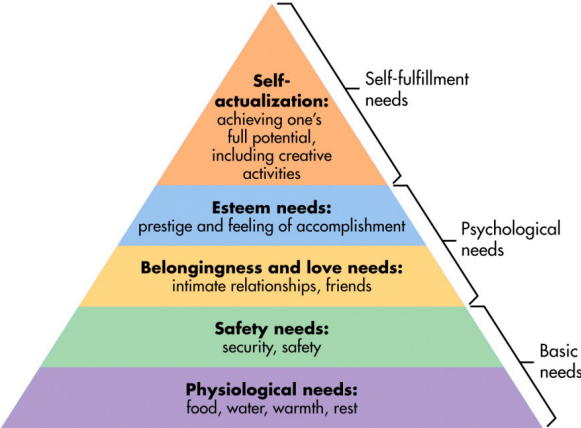


Figure 1:
Maslow’s Hierarchy of Needs
Source: Maslow (1943)

Maslow (1943) opined that starting from physiological needs, which are the most basic ones, human needs are arranged in a hierarchy in ascending order. The needs that come immediately after the physical ones are the needs for safety, belonging and love, esteem, and the top one being self-actualization (Özaslan, 2018). Maslow's theory described self-actualization as the full use and exploitation of talents, capacities and potentialities to achieve one's being and self-fulfilment (Pawson et al., 2005; Sims, 2015; Özaslan, 2018).

However, self-actualization should not be understood to be an end in itself, rather it should be perceived as an ongoing process of realizing one's own potential by doing what the individual is capable of (Maslow 1969). This argument on self-actualization by Maslow (1969) is in line with the position taken by the UNCRC in the promotion of the right of all children to develop their full potential through participation and having their voices heard in matters that affect them (Pawson et al., 2005; Wickenberg et al., 2009). To comply, therefore, with the provisions of UNCRC (1989) Article 12, which is the child participation article, *'State Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child'*.

The nexus between UNCRC and Maslow's theory has been criticised by some scholars citing the varied approaches adopted by the two (Pawson et al., 2005; Özaslan, 2018). While the UNCRC espouses a holistic, and not piece meal, approach to implementation and achievement of children's rights (survival, development, protection and participation), Maslow's theory posits that "a lower, pre-potent need must usually be satisfied so that a higher need might appear and motivate the individual to take action" (Özaslan, 2018, p.11). According to the UNCRC, all state parties that are signatories to the convention are required to implement children's rights provisions while realising that the rights are not ranked in any order of importance, but instead they interact with one another to form one set of integrated rights or comprehensive instrument (Verhellen, 2000; Pawson et al., 2005; Akupela, 2008). "Specifically, each of the child's needs must be viewed laterally and of equal import, but also interdependently. Should any need be left unaddressed, this will have implications for the success in fulfilling every other need, and thus the aims of the UNCRC" (Pawson et al., 2005, p.3).

Although the UNCRC and Maslow's theory are at variance in the approach to the achievement of children's right and needs, respectively, the Convention and theory share the same understanding that children need to be afforded the opportunity to realise their full potentially (self-actualise) as beings capable of independent thinking.

In this study, the theory on hierarchy of needs as postulated by Maslow (1970) is adopted for the involvement of learners in school governance with special focus on self-actualisation.

Definition of Terms

Administration:

The act of managing duties, responsibilities or rules in school.

Guidance teacher:

A teacher responsible for offering counselling to learners on problems, help troubled learners and provide guidance to make career path decisions.

Head boy/girl:

A leader in the school leadership team who is also a learner whose core duty is to maintain law and order in a school.

Learner:

A person who is undergoing instruction or learning a skill at school.

Learner Performance:

The demonstration of a learner to exhibit skills, knowledge and competencies acquired over a period of time in school.

Restless Development-

A non-governmental organisation which was running the *Voice for Action Social Accountability Project* during the time of the study. The project was about holding stakeholders accountable for the services they were expected to deliver to learners. *School Council*: Learner representative group that presents concerns of learners to the school leadership.

School Leadership:

The process of engaging and guiding learners towards achieving common education goals.

School Management:

The organisational process of strategic planning in order to achieve set goals in a school.

Stakeholder:

A person or organisation with an interest or concern in learner performance.

Method

Baseline

Western province has 16 districts with a total number of 1,362 schools comprising 84 secondary schools, 989 primary schools and 289 Early Childhood Education centres. Two stakeholders were working in three of the 16 districts in terms of enhancing operations of student councils in selected schools during the time of the study. These were; World Vision in six schools in Nkeyema and six schools in Luampa district while Restless Development was working in 21 schools in Mongu district. The project under World Vision was called *Enhanced Participation, Accountability and Governance in Education* while the one which was being spearheaded by Restless Development was dubbed *Voice for Action*. Both projects were focusing on enhancing participation of learners in governance and making stakeholders accountable for service delivery. These organisations were not bringing in anything new but ensuring formation of student councils, among other activities as directed in the Education Act of 2011 article no. 29 which provides for a learner representative body which is part of the management team. These stakeholders were involved in similar activities in some of the other provinces in the country.

The three districts where the two organisations were undertaking projects had done capacity building for learners, guidance teachers, administrators as well as parents who were in school committees. Inter school and district visitations had also been undertaken among some school student councils.

During provincial management meetings with head teachers and guidance teachers, the provincial office made presentations on enhancing social accountability in schools and formation of student councils as one of the tools of social accountability in schools, among others.

The study employed the qualitative research design for the data collection and analysis. Head teachers, guidance teachers and student council members (where councils were

in place and active) were interacted with at their locations within their natural school set up.

Sample

The sample comprised head teachers, guidance teachers and student council members from 57 schools in Western Province.

- 21 schools (6 secondary and 15 primary) supported by Restless Development in the *Social Accountability Voice for action Project* in Mongu district.
- 16 schools from Mwandi, Sesheke, Sioma and Nalolo (9 primary and 7 secondary) 4 per district.
- 20 schools (2 primary and 2 secondary) from Senanga, Limulunga, Kaoma, Kalabo and Sikongo, 4 per district except Kalabo 3 and Kaoma 5.

Schools were randomly sampled according to proximity. Mongu district had more schools because all those supported by Restless Development could easily be reached. The pattern for the other districts was at least 2 primary and 2 secondary from each sampled district. Twelve out of the sixteen districts were represented in the sampled schools.

Limitation of the Study

Limitations are those conditions beyond the control of the researcher and may also place restrictions on the conclusions on the study (Best and Kahn, 2009). This study covers the assessment of the involvement of learners in school governance in selected schools in Western Province and the benefits that accrue to schools due to involvement of learners. This study does not include the assessment of child rights awareness as it has been assumed that learners and teachers are aware of children's rights by the fact that schools councils have been formed in target schools.

In this study, the respondents were limited to head teachers and guidance teachers, found on site at the time of school visits, as well as learners, mainly student council members. No other stakeholder were interviewed. The study was limited to selected schools in Western Province and findings may be generalised within those limits.

Research Instruments

The research instruments were:

Questionnaires

These included the following main open-ended questions:

- To what extent are learners involved in the governance of this school?
- What benefits has the school enjoyed due to involvement of learners in governance?

Focus Group discussion

The same research questions were used as lead questions for learners in the group discussions. The number of learners who participated varied from school to school depending on the size of the school. The participants in these discussions which lasted 20 to 30 minutes were mainly school council presidents and other members of the executive committee. The researchers took notes as discussions went on.

Observation sheet

Observations questions used during school visits were as per appendix below.

Appendix 1

1. *Is there a list of student council members on the school notice board or in the head teacher's office?*
2. *Does the school have a suggestions box?*
3. *Is there evidence of claimed student suggested projects in the school*

This included a record of school council members, presence of a suggestions box and evidence of projects which were undertaken as suggested by the school council.

Documents

Minutes of management and school council meetings were checked to see what resolutions had been made pertaining to learner suggested projects.

Data Analysis

The data collected was qualitatively analysed according to respondents' responses and what was found in records and observations. The running themes were levels of involvement in management and perceived benefits of involvement. It should be noted that learner involvement and its benefits were perceived differently by different respondents.

Results and discussion

Extent of Learners Involved in School Governance

The study results reveal that learners were involved in the governance of the schools through being elected as members of the school council. Some schools which did not have active school councils invited the head boys and head girls to be part of management meetings. Generally, the student councils were more vibrant in secondary schools than primary schools except for Mongu schools which had the *Voice for Action Social Accountability Project* supported by a cooperating partner, Restless Development which was running activities in twenty one (21) schools which among them were primary schools. These had vibrant school councils even in primary schools.

Questionnaire Responses

The school head teachers and guidance teachers explained that learner involvement was achieved through school council representatives who were invited to be part of management meetings. The responses show that learners were involved in the choice of school projects during management meetings. Therefore, the results of this study suggest that wherever school councils have been introduced in Western Province of Zambia, there is some level of learner involvement in school governance.

Further, this study found out that schools which did not have active student councils made effort to involve learners in governance by inviting the head boy and head girl to management meetings. However, it was observed that the head boys or head girls who were invited to such meetings merely sat in as learner representatives without making any meaningful suggestions. On the contrary, members of the council were active in these meetings as they were sure of what they exactly wanted, having received input from other pupils. The learner representatives argued their cases out in a manner that made management understand their point of view and take their suggestions into account.

This study was premised on Abraham Maslow's theory of human motivation. It was observed that most of the demands the student councils were making were to do with physiological needs in the school environment. However, as the schools became more and more learner friendly, learners' needs shifted to the top level of the hierarchy to satisfy the self-esteem and self-actualisation needs. In keeping with Maslow's (1970) theory, the learners satisfied (to a greater extent) their psychological need of self-actualisation by participation in management meetings and making valuable suggestions to school management. Provided this was not done at the expense of learners' other lower needs, the opportunity given to the learners for self-actualization

set a platform for their recognition and realisation of their full potential as espoused by UNRCR (Pawson et al., 2005).

While responding to a survey question which required respondents to point out the developments the schools had recorded as a result of learners' involvement through school councils, this is what some pupils listed as some of the developments:

- *'participation of other learners in production unit'*
- *'created space for a school library'*
- *'bathing shelters'*
- *'pads provided to girls'*
- *'requested for more hand washing facilities'*

Another question asked respondents whether there were any plans the school council had submitted and the school had taken up and implemented. One typical response was that *'...teachers' register - pupils comment eg teacher is late...'* When asked what activities school council had implemented which had benefited the school, one responded said *... 'they demanded for a school library and the school has opened one...'*

Focus Group Responses

The same research questions were used as lead questions for the discussions with the learners. The findings were similar to what was gathered from the head teachers and Guidance teachers. Additional information gathered was that class representatives got suggestions from their classes and when council members met, they prioritised what would be presented to school management. The other involvement highlighted by focus groups was that school council members were invited to attend management meetings especially those to do with projects to be embarked on (compare Chisanga et al., 2008). In most cases, it was observed that what teachers thought were priority activities were usually different from what learners considered important or urgent.

A part from attending management meetings, focus groups revealed that council members took part in sharing of important messages to fellow pupils at assembly e.g on children's rights, drug abuse and other issues. Some schools even had arrangements where student council members were attached to classes for specified information sharing and gathering of learner concerns.

Educational policy briefs were also a common activity. The common policy shared was the Re-entry policy of 1997 where girls who fell pregnant were allowed to go back to

school after child delivery thereby claiming their right to education (UNCRC, article 28).

Further, the focus group discussions revealed that learners participated in making school rules and formulation of penalties for breaking the set rules. This was in line with provisions of the Education act of 2011 on learner involvement in institutional code of conduct formulation process.

Focus groups also revealed how learners were involved in engaging truant pupils in encouraging them to continue with school and urging those who had dropped out to resume school. This peer to peer engagement worked better than when guidance teachers were involved because fellow pupils were able to discuss, at their level, problems being faced by the other pupils and provide workable solutions.

Observation sheet

The school visits undertaken to verify whether names of school council members were displayed on school notice boards or head teachers' offices revealed that all the schools with school councils had the names displayed in strategic points. While some schools displayed the names on the school notice board, other schools had the names on both the notice board and head teacher's office. It was also noticed that most of the schools with active school councils had suggestion boxes and this was an indication that an opportunity was available for learners to make suggestions and express their views. One survey question required respondents to indicate how many times the suggest box was checked and whether the suggestions were helpful in the governance of the school. One responded indicated that the suggestion box was opened '*once a week every Friday*' and '*...yes, pupils reported that some teachers were not doing a good job and these were counselled.*'

Some of the evidence gathered in respect of student suggested projects included the construction of a library and bathing shelters, provision of sanitary pads to girls and extra hand-washing facilities.

The study also revealed that school council members who represented others in management meetings were more effective than prefects. This was because council members had been capacity built by guidance teachers on their roles and responsibilities and how different they were from the prefecture body. Basically, the school council members take care of the concerns and welfare of fellow learners while prefects maintain law and order.

Documents

Some schools had records of activities undertaken by school councils. Some school councils claimed to have undertaken more activities than what had been recorded. There were cases where minutes of management meetings also showed learners' suggestions which had been adopted by the school; for example painting of the school at Mawawa and changing of uniforms at Mulambwa Primary and Secondary schools in Mongu district.

Benefits to Schools due to Learner Involvement in School Governance

A total of nine benefits associated with the involvement of learners in school governance were identified. Firstly, the acceptance of the school code of conduct as a familiar document because of the input of the learners was cited by respondents. The study results reveal that the involvement of learners in drafting school rules made learners feel owners of the document and not the school administrators'. Various forms of penalties/punishment were actually suggested by the learners themselves and the punishment meted out was readily accepted because everyone was aware of the rules and the attached penalties before schools started implementing them.

Secondly, the respondents felt that delinquent behaviour had decreased because of peer monitoring and learners reminding one another of what they had agreed. The other benefit identified was that there was perceived sense of ownership of school projects and property because of input in the decisions to embark on a given project. Further, it was felt that there was better interaction between management and learners implying that the traditional barriers of learners being on the receiving end had been largely eliminated.

The fifth benefit was that the monitoring of service delivery had been enhanced because learners even monitored teacher performance and attendance as they were able to report which teacher was/was not dedicated to work, who went to class late and who just told stories during lessons. The other benefit of involving learners which was identified by the study pertained to disposition of learners. The study results reveal that learners had become more assertive. During management meetings, learner representatives were given the opportunity to justify their demands and this helped in building their confidence. They have learnt skills such as problem solving and negotiation which they would use beyond their school years. In addition, the study reveals that schools had become more learner friendly even to girls who earlier had challenges staying in school because of menstrual issues but extra sanitary facilities had been provided through lobbying management by school council representatives.

Lastly, some learners' suggestions deposited in the suggestions boxes were taken into account after council executive members and together with the guidance teachers opened the suggestion boxes to consider suggestions made. This procedure helped in deepening the democratic tenets in the minds of pupils at an early stage and also increased the children's sensitivity to the view of others and the importance of co-existence (compare Miyanda, 2017). It was also generally observed that in schools where student councils were active, learner academic performance was generally better than in those schools which didn't have active councils.

Discussion

The finding that learners are involved in school governance was in line with the results obtained by Chisanga et al. (2008) and Miyanda (2017) while conducting similar studies on the Copperbelt Province. In Miyanda's (2017) academic research, it was found that the level of participation was at Level 4 of Shier's pathway to participation model. Level 4 of Shier's (2001) model perceives that children are involved in decision making and opportunities exist for their views to be heard. In a pilot study conducted by Mulenga et al., (2006) in Lusaka, it was found that 68% of the respondents indicated that pupils were given chance to participate in decision making while 29% felt that pupils were not involved in decision making.

The results of this study on benefits of learners' participation in governance are consistent with the benefits identified by Chisanga et al. (2008) and Miyanda (2017) that the involvement of learners in formulating school rules inculcates a sense of ownership of the agreed rules and leads to lower rate of breaking those rules. In Miyanda's (2017) study, this proposition was supported by 81% of the respondents with a mean response of 4.02 on a 5-point Likert scale. The benefit that as a result of learner involvement, there was better interaction between management and learners is in line with result obtained by Miyanda (2017) that the participation of pupils in decision making strengthens the relationship between pupils and teachers (mean score = 4.32 on the 5 - point Likert Scale). The other benefit (which was consistent with results of the current study) identified by earlier studies (Miyanda, 2017) conducted on the Copperbelt is that involvement of learners in governance creates greater sense of ownership of decisions made (mean score = 4.43). Further, it was found that 89% (mean score = 4.12) of the respondents perceived enhanced academic performance as a benefit of children's participation in decision making (Miyanda, 2017).

Conclusion and recommendations

The goal of this study was to assess the involvement of learners in school governance in selected primary and secondary schools in Western Province. This goal was broken down into two specific objectives which were addressed by examining two research questions. While the first question was concerned with finding out the extent to which learners were involved in governance of primary and secondary schools in Western Province, the second question sought to identify the benefits that accrue to the schools by involving learner's in school governance.

The study has identified the acceptance of the school rules because of the input of the learners, reduction in delinquent behaviour because of peer monitoring and learners reminding one another of what they had agreed as acceptable behaviour, development of sense of ownership of school projects and property and better interaction between management and learners as the main benefits. The other benefits identified are that participation of learners in decision making improves services delivered by teachers as learners are empowered to report which teacher was/was not dedicated to work. Learner involvement in governance was also found to enhance learners' assertiveness thereby equipping them to challenge situations of violence, abuse and injustice. Further, it was found out that involving learners in decision making transforms schools into friendly institutions even to girls who normally have challenges staying in school because of their physiological issues and improves learner performance.

Based on the responses from the pupils, head teachers and guidance teachers, it was established that learners participate in decision making in the primary and secondary schools where school councils exist. However, it is important to continue monitoring the progress made in involving children in decision making so as to get to a level where administrators regard learners as partners in school governance.

Despite the many benefits associated with learners' participation in school governance and the remarkable progress made so far, researchers in other parts of Zambia have indicated that a number of obstacles remain (Chisanga et al., 2008; Ammitziboll and Hall, 2011; Miyanda, 2017). For example, Miyanda (2017, p.94) found that challenges such as "limited opportunities for participation, delays in implementing children's suggestions and children's views not being taken seriously as the greatest challenges to children's participation in decision making. The other challenges are lack of appreciation by adults that participation is a human right, inadequate or weak legal framework, culture's demand that children should learn in silence and intimidation by school authorities." Therefore, all individuals involved and working for children in implementing programmes and monitoring activities need to be aware of the attendant

challenges and obstacles in order to make the matter of children's participation in decision making in schools a reality.

Provincial management has taken note of the results of this study and will incorporate them in further planning for implementation of participatory rights of learners in schools where school councils need to be established. Further, more work needs to be undertaken to sensitise learners about their rights and build capacity for head teachers and guidance teachers in the establishment and monitoring of school councils. In addition, it is hoped that the findings of this study will generate interest in assessing the involvement of learners in school governance in other parts of Zambia where similar studies have not been undertaken. Further, it is envisaged that the results of this study will be used in evaluating conformity to the formulated national child policies, legal frameworks and UNCRC provisions.

References

- Akupela, G., N., (2008). *The CRC and the Marginalized Child*. University of Zambia.
- Ammitzböll, S. and Hall, C. (2011). *A Minor Field Study on Student Participation through Class and School Councils in Copperbelt Province, Zambia*. Lund University, School of Social work, Sweden.
- Anne, K. and Ong'ondo, C. (2013). *An Assessment of the Level of Awareness about Children's Rights among Children in Eldoret Municipality, Kenya*. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)* Vol 4 (2), 279-287. Michigan State University, USA.
- Badjie, M., (2012). *From Invisibility to Visibility with a Voice: A Case of Children's Participation in Decision Making in The Gambia*.
- Barton, D. (2007). *Literacy: An introduction to the ecology of written language*. Malden MA: Blackwell Publishing.
- Best, J.W. and Kahn, J.V. (2009) *Research in Education*. 10th Edition. New Delhi: PHI Learning Private Ltd.
- Björnsdóttir, P., (2011). *Children as Agents of Change: Participation of Children in Ghana*. University of Iceland. Master Thesis.
<https://skemman.is/bitstream/1946/8023/3/%C3%9E%C3%B3ra%20Bj%C3%B6rn%C3%B3ttir.pdf>, 2019-09-24
- CHIN (Child in Need Network) (2007). *UNCRC Monitoring Report - December 2007*.
- Chisanga, T., Chikalekale, F. and Banda, M. (2008). *Empowerment of Child Rights in three High School settings on the Copperbelt Province of Zambia Final Report*.Lund University, Sweden.

- Coyne, I., Hayes, E., Gallaghes, Pand Regan, G. (2006). Giving Children a Voice: Investigation of Children's Experience of Participation in Consultation and Decision - Making in Irish Hospitals. School of Nursing, Dublin City University.
- Cresswell, J.W. (1994) Research Designs: Quantitative and qualitative approaches. London: Thousand Sage Publishers
- Davey, C (2010). Children's Participation in Decision Making: A Summary Report on Progress made up to 2010. Children's Rights Alliance for England.
- Granlund, M. (2013). Children's Rights and Maslow's Hierarchy of Basic Needs. <https://www.up.ac.za/media/shared/Legacy/sitefiles/file/46/9742/researchseminar2013/childrensrightsandmaslowshierarchyofbasicneeds.pdf>
- Hart, R., A (1992). Children's Participation: From Tokenism to Citizenship. UNICEF: Florence.
- Jeruto, T., B. and Kiprop, C., J. (2011). Extent of Student Participation in Decision Making in Secondary Schools in Kenya. *International Journal of Humanities and Social Science*, Vol. 1(2), [Special Issue - December 2011], 92-99. Centre for Promoting Ideas, New York, RSA.
- Lansdown, G. (2005). Can You Hear Me? The Right of Young Children to Participate in Decisions Affecting them. Working Paper 36. Bernard Van Leer Foundation, The Hague, The Netherlands.
- Maconochie, H. (2013). Young Children's Participation in a Sure Start Children's Centre. Doctoral, Sheffield Hallam University. http://shura.shu.ac.uk/7437/1/Maconochie_Children%27s_participation_pdf.pdf. 2019-09-24
- Malinga, S. S., Thokwayo, T. P and Mtimkulu, M. J. (2010). Changing of Attitudes and Infusion of CRC in Policies of Mabatho Intermediate School Community. Lund University, Sweden.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396. Retrieved from <http://psychclassics.yorku.ca/Maslow/motivation.htm> .
- Maslow, A. H. (1969). The farther reaches of human nature. *The Journal of Transpersonal Psychology*, 1(1), 1.
- Maslow, A. (1970). *Motivation and Personality* (2nd ed.). New York: Harper & Row.
- Miyanda, M. (2017). An Assessment of Children's Participation in School Governance in Selected Copperbelt Secondary Schools in Zambia. Copperbelt University, Kitwe.
- Mulenga, A. M., Syamuntondo, C., and Misapa, R. (2006). Child Rights in Education- A pilot Study in Lusaka District. Lund University, Sweden.
- Ntandika, A., Rockey, S. and Kondowe, G. (2018). Child Participation in Decision Making in Schools of Njewa Zone, Lilongwe.

- Nyameh, J. (2013). Application of the Maslow's hierarchy of need theory; impacts and implications on organizational culture, human resource and employee's performance. *International Journal of Business and Management Invention ISSN (Online): 2319 – 8028, ISSN (Print): 2319 – 801X www.ijbmi.org Volume 2 Issue 3 || March. 2013|| PP.39-45.*
- Pawson C. J., and Tanner R. E. E. (2005). The United Nations Convention on the Rights of the Child: Implementation in the 21st Century, *Global Bioethics, 18:1, 1-15, DOI.*
- Rasmusson, B., Andersson, L., Flinck W, A., Leo, U., & Wickenberg, P. (Eds) (2016) Realising Child Rights in Education. Experiences and Reflections from the International Training Programme Child Rights, Classroom and School Management. <http://www.globalcrconline.org/userfiles/Modules/Archive/Documents/realising%20child%20rights%20in%20education.pdf>. 2019-09-24.
- Shier, H (2001). Pathways to Participation: Openings, Opportunities and Obligations. *Children & Society Vol. 15 (2001). pp. 107-117.* Inter-Agency Working Group on Children's Participation (IAWGCP), Bangkok.
- Sims, M. (2015). Social Justice, Children's Needs and Rights: An Approach to Planning. *Journal of Curriculum and Teaching, Vol4, No.2; 2015.*
- Tonheim, M., (2006). Is Respect an Obstacle to or Facilitator of Child Participation? A Study of Children's Participation in the Cultural Context of Madagascar. *Childhood Today. An online journal for childhood studies. Volume 2 Issue 2 - December 23, 2008.*
- UNICEF (2004) A world fit for Children. New York, UNICEF
- Vanner, C. (2013). Navigating Children's Participation Rights in Education in Low-Income Countries. *Literacy Information and Computer Education Journal (LICEJ), Vol. 4, Issue 2, June 2013, 988-996.* Infonomics Society, Essex, UK.
- Verhellen, E (2006). Convention on the Rights of the Child: Background, Motivation, Strategies, Main Themes. Fourth Edition, Grant Publishers, Belgium.
- Wickenberg, P., Wångdahl Flinck, A., Leo, U., Rasmusson, B., Stenelo, R., and Yebio, B. (Eds.) (2009). Taking Child Rights Seriously: Reflections on five years of an International Training Programme. Lund University. <http://www.globalcrconline.org/userfiles/Modules/Archive/Documents/Taking%20Child%20Rights%20Seriously.pdf>. 2019-09-24.
- Özaslan, G. (2018). The Essential Meaning of Self-Actualization via Principals: A Phenomenological Study. *Journal of Qualitative Research in Education, Vol. 6.*

Child Rights to Participation and its Enactment in some Indonesian Schools: Teachers' Perspectives

*Mauliy Halwat Hikmat¹, Muhammad Thoyibi¹,
Aryati Prasetyarini¹*

¹Department of Education, Universitas Muhammadiyah, Surakarta

Corresponding author: mauly.hikmat@ums.ac.id1

Keywords: Child Rights, Students' Rights, Participation

Introduction

Since the ratification of the United Nations Convention on the Right of the Child (CRC) in 1990, Indonesia has enacted several laws to meet the A-4 Scheme of the UNESCO in implementing the convention. The enactment of the Law Number 23/2002 about Child Protection (UUPA) in 2002 justified the commitment of the government to the ratification of the convention. The availability of free and compulsory education has been accommodated in the Law Number 2/1989, updated by Law Number 20/2003 on the National Education in which the government implemented the nine-year compulsory education. The Indonesian government has been making efforts to realize the child rights to education by encouraging the universal secondary education known as the twelve-year compulsory education through the Presidential Regulation Number 47/2008 on Compulsory Education. Although the government has been allocating more money on education, it has not been able to cover free education for all children, as many have to pay.

The Law Number 20/2003 on the National Education also ensures the accessibility of education in that the Indonesian national system of education guarantees the service, facility, and qualified education for all citizens without any discrimination (Article 11) on the basis of either race, color, sex, language, religion, origin, economic status, birth, social status, minority or indigenous status, or disability. The law also addresses the accessibility of education for children with special needs in special education (Article 32).

The basic rights for children are known as 3 P's (provision, protection and participation). Participation as one issue concerning child right is stated in article 12 of the Convention on the Rights of the Child stating that "children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard—within the family, the school or the community". It was for this reason that the Committee on the Rights of the Child identified the right to participation as one of the guiding principles of the Convention. Article 12 suggests that children have the rights to express their thought and to be heard on all matters concerning them. Although the term "participation" does not appear in the text of article 12, this term has been used which include information-sharing and dialogue between children and adults based on mutual respect. Participation is one of the basic rights for everybody including children which respect and ensure each individual's right.

The present research investigated two research questions: 1) what do teachers perceive about students' rights to participation in school? , and 2) what do teachers think about the exercise of the students' rights to participation in school? The purpose of this research is to find out how children's rights to participation is understood by the teacher and to explain to what extent the rights of the child to participation in school is implemented according to the teachers.

The participation of the students in school represents an important part of the children's right to participate at school. Some countries have exercised this right, such as Sweden, England, Portugal, France, and Spain (European Commission, 2015). The Sweden government, as reflected in the Curriculum for the Upper Secondary School (2013), gives the rights for students to exercise influence over their education, to participate in education, to be well informed of the issues concerning them, and to take initiative on issues concerning them. In England students are given opportunity to send their voice to the National Inspectorate. In France and Portugal, students play their role through students' council. In Spain, students take part in building consensus of school rules.

As for Indonesia, the students' participation among others has been implemented through the establishment of students' council which is called OSIS (*Organisasi Siswa Intra Sekolah*). This organization is meant to train the students to be responsible, to express their opinion, and to make decisions. The head of the organization is elected and the board is students' representatives of each class. OSIS has 3 functions, namely, 1) as the only place for the activities of students in school along with other coaching channels to support the achievement of student coaching where students do activities together, exchange knowledge, exchange ideas, issue opinions to achieve shared goals and ideals, 2) as motivators to influence the enthusiasm of students to do and conduct activities together in achieving goals, 3) as a student coaching is a coaching path that seeks to provide students with the knowledge and experience to lead themselves, others, and their environment in participating in school activities and social life in accordance with predetermined provisions to achieve the educational success of students in school (Department of Education: 2011). Another commitment of Indonesia Government to the rights to participation in teaching and learning is the use of Curriculum 2013, which facilitate the students to participate actively in teaching and learning process.

However, the students' participation in schools in Indonesia might have not been optimized as teachers and principals become the central managers in the classroom and school management. The 2015 PISA Survey results indicated that Indonesia achieved significant improvements; the achievement was still low among the other participating countries. One of the main problems encountered by the Indonesian students was probably that they had difficulty in integrating or synthesizing information because most of them were predominantly receptive. The results implied the need for encouraging students to take initiative and to be innovative. This is in line with the report of some research about the relationship between students' participation and achievement. Research shows that participation is positively associated with academic achievement and motivation (Mitra, 2004; Mitra & Serriere, 2012) or even to the improvement of school grounds (Rickinson & Sanders, 2005).

Research focused on child's rights on participation among others was conducted by Mager and Nowak from Austria (2012). This research was an analysis of the existing research on students' participation. Based on their analysis, the students participation in school decision-making processes results in a categorization of several effects of student participation, namely, positive effects on students, teachers, and on the school as organization. For students, there was an improvement of life skills, self-esteem and social status, democratic skills, and citizenship. For teachers, they had better moral among staff and increased authority or general learning experiences for staff and improvements in interaction between student– teachers and among teachers. While the effects on the school as an organization were improvements of school ethos,

improvement in facilities and influence on rules, policies and procedures. There was students' influence on lesson content, teaching strategies, time schedules or other issues, including the introduction of new procedures or systems including buddy systems, more school trips, extended library access, use of computers and courtyards. Moreover, students influenced staffing decisions or had some control over how the school budget is spent. Students showed attitudes towards the school; they had a greater sense of student ownership over the school, greater student enjoyment at school, and greater student happiness or fun at school). Other effects were better student attendance, improvements in school climate, a better atmosphere in class, improved discipline among students, less bullying or less racism. The students felt that they were heard and listened to as a result of student participation. Another effect was students accept decisions and school rules better.

Another research on participation is a study conducted by Skivenes and Strandbu (2006) focusing on children's participation in communicative processes in Norway. The research covered three aspects: first, children's rights and position in society, as well as their legal protections; second, recognition from adults (e.g., view of the world is central when taking children's interests into consideration. They also stated that children have needs and viewpoints that are qualitatively different from those of adults. They proposed four general procedures that should be considered in different decision-making situations where children are involved: 1) Children must have the *opportunity to form their opinions*, 2) Children must have the *opportunity to express their viewpoints in a decision-making situation*, 3) Children's *arguments must be taken seriously* and must be included in the decisions about what is to be done, and 4) Children must *be informed after a decision has been made* about both how the result had been reached and what the result actually means. They also found that some obstacles to cooperation with children among others were language and communication skills, and the way to interpret children's unique experiences.

Research on child rights in Indonesia among others has been conducted by Wismayanti and Noviana (2011) focusing on developing a model for Community-based child protection. This research proposed a model for providing protection by empowering the community. Azzahra (2017) conducted a study about community participation in fulfilling children's rights. She found that the community participated in fulfilling children's rights by establishing a child friendly task force which plan, administer and evaluate programs in education and health for children.

So far there is no research investigating how teachers perceive the implementation of children's rights to participation in school. All the previous studies above focus on children's right to education and the effects of students' participation in some countries. Therefore, as there was no research elaborates the teacher's perspectives toward child

rights and their perspectives about its exercise in school, particularly in Indonesia, this research hopefully can fill in the gap in theories and practice of children right in school.

Theoretical framework

There are many benefits of facilitating children to participate. Parigi (2015) in “Guidelines on Children’s Participation” stated that participation contributes to 1) personal development, empowerment and motivation, 2) awareness about their rights increasing protection and self-advocacy capabilities, 3) promotes children’s capacities for civic engagement, tolerance, respect for other people, including most marginalized ones, 4) from the society point of view, effective children participation can mean the development of better targeted and more relevant services accessible to everybody, 5) as children are citizens with lengthy time-horizons, they can offer a long-term perspective about future issues, which could be difficult for older people to grasp (for example, it is proved that children are sensitive to environmental and ecological issues more than older generations).

There are some requirements of child participation according to UNICEF (2009). Firstly, participation is transparent and informative. This means children must be well informed about how they can participate, why they can participate, the scope and the impact of their participation. Secondly, participation is voluntary. Children should not be forced to participate. They should be allowed to choose whether they want to participate or not. Thirdly, participation is respectful. Children’s participation should be treated with respect without any discrimination. Fourth, participation is relevant which means they participate in the scopes which are familiar to them, which are suitable with their knowledge, experience, interest, and capability. Fifth, participation is child-friendly. The participation should be provided in a child friendly situation which enables children to participate freely, without any pressure, based on their age and ability. Sixth, participation is inclusive. This means that there is no discrimination for all children to participate, regardless any background. Seventh, Participation is supported by training for adults. Adults need to be trained to engage children in activities, to understand how to involve them in a child-friendly way. Eighth, participation is safe and sensitive to risk. This is related to child rights to protection provided by the adults. The participation should be designed in a safe way that does not harm the children. Ninth, participation is accountable. This means children are given information and feedback which shows that their involvement and participation are taken into account and considered. Children are also given the opportunity to be involved in follow up processes and activities.

Lundy (2007) classified the participation into four elements, namely *space*, *voice*, *audience*, *influence*. *Space* is the provision of opportunities to express the children's views. *Voice* is their opinion, feeling, thought to be expressed and facilitated in a safe way. *Audience* means children's voice is listened. *Influence* means the children's view is acted upon. Related to the scope of participation, Pérez-Expósito (2015) divided the scope into five domains, namely, 1) *binding decision-making*: the possibility of participation that influences various processes of decision-making school governance, curricular and pedagogical decisions, and the definition of community problem; 2) *conflict resolution*: the opportunity to involve children in the resolution of the conflict among students or even among students and teachers; 3) *Knowledge construction*: students are actively participating in the learning process which is meaningful for them; 4) *resolution of community problems*: students actively take part in taking action in the resolution of problems in any community they belong, and 5) *identity construction*: students are given an opportunity to identify themselves about their own view, preference, and their own subjectivity.

The students can participate in school through some channels or media, such as student councils, student assemblies, student clubs, youth courts (O'Brien, 2006), community organizations (Annette, 2006), non-stable and spontaneous student organizations (Mejias, 2012) and individual participation.

Methods

The research type is qualitative. It was conducted in Surakarta municipality, Central Java, Indonesia. Surakarta municipality has just gained a title as a child-friendly city. It is interesting to find out how the schools in the city accommodate the perspective of the child on the rights of the child to participate in school.

There are 57 senior high schools (13 public and 44 private) in Surakarta. The research was conducted in four of the 57 schools, namely, SMA Negeri 1, SMA Al Islam 1, SMA Kristen Widyawacana, and SMA Warga Surakarta. The choice of this sample is based on the representativeness of kinds of schools in Surakarta. SMA Negeri 1 represents public schools, SMA Al Islam represents Islamic schools, SMA Kristen Widyawacana (Christian school), and SMA Warga (general-private school).

The methods of collecting the data were questionnaires and Focus Group Discussion. The questionnaires consisted of nine open ended questions which were confirmed in the FGD. The questions were used to explore the teachers' perspective about the child rights to participation at school and about its enactment in school. Focus Group

Discussion was held by inviting teachers from five schools (three teachers from each school) to explore more about their perspectives of students' rights to participation and what they perceive about the exercise of this right in their school. The questions were related to the teachers' understanding about the students' rights to participation (Question 1), the teachers' perspective about the exercise of the students' participation in school (Question 2). Questions 3-7 were about the scopes of participation, and Question 8 was about how the school facilitates students to express their opinion and the follow up action. Question 9 was about whether they thought that the school has not given opportunity for the students to participate. The data were then analyzed based on theoretical framework about kinds and scope of students' participation referring to the theories proposed by Lundy and Pérez-Expósito.

Results and discussion

The findings showed that teachers' perspectives about the students' right to participation in school can be classified into their understanding about students' right to participation, the scope, limitations, and channels of participation.

Teachers' perspectives about child rights to participation

Teachers' understanding about child rights to participation

All teachers agree that students have the rights to participation in school activities. The meaning of students' participation in classroom and school management according to the teachers are: Students have the right to participation as it is the rights of everybody (25%); Students have the rights to express their interest that they cannot do at home (12%), students' roles are important at school (16%), Students have the right to actualize their potentials, interest and their responsibility" (24%); Students have the right to develop their potential (5%); Students have the right to improve interpersonal skills (18 %).

Based on the teachers' perspectives, the students' rights to participation have been understood as the students' rights to actualize themselves through participating in school activities, to develop their potentials and interpersonal skills and to train their responsibility. This concept of child rights based on teachers' understanding missed the point of the rights to be heard as stated in Article 12 of Child Rights Convention. In the General Comments of Article 12 of the Convention on the Rights of the Child (2009) it is stated that this right addresses the legal and social status of children, who are the subject of the rights with lack of full autonomy compared to adults. This article

also assures that the rights to participation is in accordance with in age and maturity. However, the child also has the right not to exercise this right to participation as it is also a choice for him as stated in the explanation of article 12 as stated in the general comments on CRC article 12 (2009).

The scope of students’ rights to participation in school

According to all teachers, schools have allowed the students to participate in several areas, namely, decision making, academic area, non-academic/extracurricular activities, conflict resolution, and community activities. The scope of students’ participation in each school is presented in the following table.

School	Scope of participation
SMA Negeri 1	decision making, knowledge construction, resolution of community problems, identity construction
SMA Al Islam	decision making, knowledge construction, conflict resolution
SMA Warga	decision making, knowledge construction, resolution of community problems, identity construction
SMA Kristen Widyawacana	decision making, knowledge construction, resolution of community problems, identity construction

Students have the rights to participation in teaching and learning process, classroom activities (knowledge construction), binding decision (to arrange the seating, deciding the cleaning tasks, expressing ideas, planning, arranging and managing students’ program in students’ organization), in school activities (identity construction-as to identify their own interest in extracurricular activities), and in community services (charity), and conflict resolution (reporting a problem to be resolved by the school management).

One of the teachers said that “Students participate in some community services, such as charity, and keeping the environment green by giving some seeds of plants for the community around the school” (Teacher A, Q4, SMA Warga). “ When there is a natural disaster, such as flood, students do some community service, for example raising fund in social charity or becoming volunteers (Teacher AR, Q4, SMA Widyawacana). “Students have the rights to participation in deciding rules. Students had some objections to the school rules which separate the girls and the boys and put them in different classes. The school heard their voice and modified the rules, so that both boys and girls are mixed in the class”. (Teacher M, SMA Al Islam).

The students’ participation in planning, arranging, managing a program in the student organization/OSIS (as stated by all teachers from all school) is in line with Article 15 of Child Rights Convention which states that “children have the right to create and

join associations and to assemble peacefully”. The schools participated in this present study has facilitated the students to take part in any activities including organization at schools. The teachers have given freedom for the students to plan and manage the programs they proposed in their organization. Referring to the scope as stated by Pérez-Expósito (2015) who divided the scope into five domains, the teachers’ perspectives about the scope of students’ participation in some schools in Surakarta can be classified into 1) *binding decision-making*. The students are involved in deciding class rules, seating arrangement, and class division. This involvement, however, is not in a broader scope of school management; 2) *Conflict Resolution*. The students are involved in the resolution of the conflict in a way they have a conflict they can report that to the principal. However, the involvement not in deciding the resolution but the report about the conflict will influence the principals in giving resolution; 3) *Knowledge construction*. The students participate actively in teaching and learning process; 4) *Resolution of community problems*. The students do some community service, for example social charity; 5) *Identity construction*. Students are given the opportunity to identify their own interest as they are free to join any club of their interest or any extracurricular activity.

The limitation of the students’ participation

Some teachers stated that participation should be balanced with their main duty that is studying.

School	Limitation
SMA Negeri 1	main duty is studying
SMA Al Islam	not break the rules of discipline
SMA Warga	should be in positive way
SMA Kristen Widyawacana	main duty is studying

According to all teachers, the students’ participation should be limited to some aspects. The students should not break the rules of discipline. The students should obey the rule since they have agreed with the rules that have been negotiated with them and their parents when they were admitted in the school. There are some consequences when students break the rules. Children participate according to their interest and capability. The limitation of the participation here is related to the protection of the teachers for the sake of the students. This implies that participation should be in a positive way (Teacher D, Q5). This limitation may be related to the participation in some channels such as the activities in students’ organization’s programs, extracurricular activities, and Individual activity/interest. Teacher as an adult controls the students right to participation, that they gave some limitations to the exercise of students’ right to

participation should be balanced with their main duty, that is, studying. “Teacher should remind them to manage their time because their main duty is studying” (Teacher N, Q5). The students’ participation should not break the rules of discipline. The students should obey the rule since they have agreed with the rules that have been negotiated with them and their parents when they were admitted in the school (Teacher W, Q5). There are some consequences when students break the rules. Referring to Lundy’s component of participation, the teachers have given the space, voice, audience and influence but with some restrictions due to their responsibility.

This shows that the teacher provide *space* for the students to participate in a safe way, which does not break the rules for the best interest of the students.

The channels for the exercise of students’ rights to participation

Based on the interview, all teachers stated that their schools have accommodated student’s rights to participation.

School	Channels for participation				
	School council	Extracurricular activity	Individual interest	Teaching and learning activities	Rule decision making
SMA 1 Surakarta	√	√	√	√	√
SMA Warga	√	√	√	√	√
SMA Al Islam	√	√	√	√	√
SMAWidyawacana	√	√	√	√	√

The students are facilitated to participate in school through several channels:

a. Students’ organization and club

Students are free to join students’ organization (OSIS) or other clubs of extracurricular program such as karate club, cheerleaders, Boy Scout, etc. They can even propose a new club to the school principal. The school then approves the establishment of a new student club if the members are not less than 20 students.

b. Extracurricular activities

The students get freedom to create activities in extracurricular program. The students’ organization (OSIS) proposes some activities to the school principal to be held. For example: speech contest, sport contest and creating wall magazine. Schools facilitate the students in administering the program they have proposed. “The school accommodates

students' aspiration to hold a book analysis event. To facilitate this event, the school looks for the keynote speaker and financial support”.

In another school, students are allowed to choose extracurricular program that they are interested in. Each student can join three different extracurricular activities. “Students also participate in some school activities, such as community service, boy scout, religious activities, gardening” (Teacher A). The students have the right to participate in extracurricular activities conducted at school. They are free to choose which activities they are interested in, such as joining *Palang Merah Remaja* (Red Cross), *Latihan Dasar kepemimpinan* (Leadership Basic Training), community service, charity program, etc.

c. Individual activity/interest

School facilitates students to plan their own activities by proposing their agenda of organization to the school principals. One of the participants gave an example of the individual participation; students were involved in creating school icons. The school principal announced the selection of the icon and asked for students' participation to send their design of the icon. The icons were then selected.

d. Teaching and learning activities

The teaching method used by the teacher enables the students to actively take part in teaching and learning process. All teachers stated that they used active learning. There were a lot of discussions and assignments that made students actively take part in teaching and learning process. The steps of teaching and learning process which used scientific approach (observing, questioning, experimenting, associating, and communicating) as demanded by the newest curriculum (Curriculum 2013) forced the students to participate actively constructing their knowledge.

e. Rules decision making

All participants were asked the same questions related to the involvement of children in making decision (Q4).

School	Students' involvement in decision making
SMA 1 Surakarta	Deciding class rules
SMA Warga	School anniversary, seating arrangement, school rules
SMA Al Islam	Deciding class rules
SMA Widyawacana	Graduation ceremony, Deciding class rules, seating arrangement

Two teachers from two different schools answered that in their schools (SMA 1 and SMA Al Islam Surakarta), the students were involved in deciding class rules. The students in the first meeting were asked to set some class rules that should be obeyed

by all days. For example, group 1 is responsible to clean the classroom every Mondays, and so on. The seat arrangement was organized by the students. Every day the students change the seating position. Each row moves to the row in front of them. Another teacher stated that students should be involved in giving opinion to make school policy, “The students should not only follow the school policy but also get involved in making a policy”. 90% teachers also stated that students are free to choose any club in school. Other schools, such as SMA Al Islam and SMA Warga, accommodate students’ aspiration through students’ regular meetings with the homeroom teachers, questionnaires distributed to the students and aspiration box. This aspiration is then followed up. “When students complained about a certain teacher, the school principal will call the teacher and discuss the problem” (Teacher S).

As stated by teacher S (Q4, SMA Widya Wacana) “The teachers discuss the seating arrangement with the students. Students give some opinions and they discuss it until they reach an agreement about it”. Another teacher adds that “the students participate in organizing some events such as the graduation ceremony and anniversary of the school” (SMA Widya Wacana).

Schools have facilitated the students to decide the rule in their own class, another form of students’ participation is the regular program conducted at school annually. SMA 1 Surakarta, for example, has a program called “BICARA” (Speak out) in which the students can express their opinion and complain about all the things they experience at school, such as, the curriculum, the schedule, and even the school rules. “Students complained about the prohibition of using cell phones at school. The school management then changed the rules, allowing students to bring their cell phones but with some restrictions” (Teacher H, SMA AI).

Although teachers did not talk about the students’ right to express their views when asked about the meaning of students’ right to participation, in practice, teachers explained that they have listened to students’ voice. Teachers are aware of the students’ rights to participation as well as the importance of developing students’ potential. The teachers involve the students in making decision, through some ways, such as facilitating them to speak up in a regular program or through aspiration box and questionnaires (Teacher SS SMA 1).

However, when they were asked further about the students’ involvement in making decision about school rules, teachers’ answers show similar points, that is, about the limitation of the students’ voice in making decision about school rules. They thought that students were given the opportunity for the matters that concern them, such as the rules about the use of cell phone, seating arrangement, cleaning task of each student’s group and the classroom rules, the selection of classroom board, the selection of school

council board, and the extra- curricular program. For the other decision concerning curriculum, the teaching and learning process, and other school regulation which are not relevant related to their maturity, the school does not involve them.

The students' freedom to express opinion through those regular programs reflects the students' participation that influences the decision making. The teachers direct the students in expressing their opinion so the students are trained to be responsible and realize that their participation should be in a positive way. Under the direction of the teachers, students can learn to some extent that their participation does not mean to get everything that they want. They learn to be tolerable and understand the benefits of participating in giving a voice in decision making. The views expressed by children may add relevant perspectives and experience and should be considered in decision-making, policymaking and preparation of laws and/or measures as well as their evaluation. Referring to Lundy's model of participation, the rights to participation exercised in schools has met the four components: *the space, the voice, the audience, and the influence* where the students were facilitated to express their view, to be listened to and to be acted out.

In teaching and learning process, the teaching methods used by the teachers that enable students to participate actively in teaching and learning process is suitable for the aims of education (article 28) as education program that respects the child's human dignity. Referring to the scope of participation proposed by Pérez-Expósito, this can be classified into participation in knowledge construction. By the five steps in scientific approach, the students observed the materials, questions the materials, and did an experiment so that they activate their background knowledge by associating their knowledge into their discovery of new knowledge and present the result to get confirmation from the teachers.

Conclusion

The findings showed that teachers have understood that students have the right to participation in school. However, their understanding about the students' rights to participation is focused more on students' engagement in academic and non-academic activities in schools. The scope of participation exercised in school based on the teachers' perspective can be classified into *decision-making, resolution of community problems, conflict resolution, knowledge construction, and identity construction*. Although the level of participation is high, the influence of students' voice is still limited as they did not involve in school policy decision. The school principals should give more space for the students to be involved in expressing their views on issues concerning them in

school as one of the considerations in deciding the school policy. The children's voice should not only be heard but acted concrete upon for the best interest of the child.

References

- Annette, J. (2006). Education for democratic citizenship and community involvement. London: Citized.
- Azzahra. (2017). Partisipasi Masyarakat dalam Pemenuhan Hak Anak: Studi Kasus Keterlibatan Gugus Tugas pada Program Kecamatan Layak Anak di Kecamatan Berbah Sleman. Theses. Yogyakarta: UIN Yogyakarta.
- Depdiknas. (2003). *Undang-undang* RI No.20 tahun 2003 tentang *sistem pendidikan nasional*. Department of Education. (2011). Pedoman OSIS. Jakarta: Kemdikbud.
- European Commission. (2015). Evaluation of legislation, policy and practice of child participation in the EU. Research summary prepared by ECORYS, Publications Office of the European Union, Luxembourg.
- Lundy, L. (2007). Voice' is not enough: conceptualizing Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, Vol. 33 Issue 6.
- Mager, U., and Nowak, P. (2012). Effects of student participation in decision making at school. A systematic review and synthesis of empirical research. *Educational Research Review* 7 (38-61).
- Mejias, S. (2012). NGOs and Human Rights Education in the neoliberal age: A case study of an NGO-secondary school partnership in London. (PhD in Education), Institute of Education, University of London, London. [Google Scholar]
- Mitra, D. L. (2004). The significance of students: Can increasing 'student voice' in schools lead to gains in youth development?. *Teachers College Record*, 106, 651-688. doi:10.1111/j.14679620.2004.00354.x.
- Mitra, D. L., & Serriere, S. C. (2012). Student voice in elementary school reform: Examining youth development in fifth graders. *American Educational Research Journal*, 49, 743-774. doi:10. 3102/0002831212443079.
- O'Brien, E. L. (2006). *The many ways of student voice. An examination of student participation in decision-making in United States Schools*. (Master of Advanced Studies in Children's Rights). University of Fribourg, Fribourg.
- Parigi, Fransesca. (2015). Guidelines on Children's Participation. <https://www.ciai.it/wp-content/uploads/2018/01/7-GUIDELINES-ON-CHILD-PROTECTION.pdf>
- Pérez-Expósito, L. (2015) Scope and quality of student participation in school: towards an analytical framework for adolescents, *International Journal of Adolescence and Youth*, 20:3, 346-374, DOI: 10.1080/02673843.2015.1009920.

PISA 2015: Results in Focus (2018). OECD

Rickinson, M., & Sanders, D. (2005). Secondary school students' participation in school grounds improvement: Emerging findings from a study in England. *Canadian Journal of Environmental Education*, 10, 256– 272.

Skivenes, M. and Strandbu, A. (2006). A child's perspective and children's participation. *Children, Youth and Environments*, Vol. 16, No. 2, *Pushing the Boundaries: Critical International Perspectives on Child and Youth Participation – Focus on Europe, Australia and New Zealand/Aotearoa* (2006), pp. 10-27.

UNICEF.2009. The Participation of Children and Young People in Country Programme and National Committee Activities - Involving Children and Young People, Participation Guidelines, Commissioner for Children and Young People. Western Australia.

Wismayanti and Noviana. (2011). Perlindungan Anak Berbasis Komunitas: Sebuah Pendekatan dengan Mengatasnamakan Hak Anak. *Jurnal Informatika*, 16(3): 203-212.

Appendix

Questions for teachers (for Questionnaires and Focus-Group Discussion)

1. What are your views on the right of students to participate in school?
2. What do you think about the exercise of student participation in school?
3. In what fields and activities do students participate in school?
4. Are students involved in decision making?
5. To what extent are students involved in all school activities?
6. How do you organize classes? Are students involved in arranging class seats or class cleaning services?
7. Are students involved in compiling rules? How are students involved in the preparation of the code of conduct?
8. Does the school accommodate student aspirations? How? What is the follow up of the student's input / aspirations?
9. Do you think there is a right of the child to participate that is not accommodated in activities at school? If there is, give an example.

Children's Rights in Schools: from International Initiatives to Local Implementation

*Ulf Leo*³, *Bodil Rasmusson*², *Per Wickenberg*¹

¹ Child Rights Institute, Sociology of Law Department, Lund University, Sweden

² Child Rights Institute, School of Social Work, Lund University, Sweden

³ Centre for Principal Development, Umea University Sweden

Corresponding authors: ulf.leo@umu.se and per.wickenberg@soclaw.lu.se

Keywords: Children's rights, Participation, Provision, Protection, Norms, Schools

Introduction

The UN Convention on the Rights of the Child is a human rights treaty adopted by the UN General Assembly in 1989, which has had a major impact on children's rights, policies and legislation in many countries around the world. This paper describes longstanding experiences of running a Sida-funded training programme on children's rights at Lund University. The authors have participated in the programme as teachers, and have, over the years, visited around 20 countries and gained deep insights into change processes at different administrative levels of these countries' education systems. These experiences from similar projects in other countries and continents help put developments in Sweden into perspective.

The aim of the present chapter is firstly to gain an understanding of how the CRC can be used to bring about change in schools and in the classroom. The chapter's secondary aim is to analyse and reflect on, from a norm perspective, how the Convention on the

Rights of the Child (CRC) has contributed to bringing about change at different levels of the participating countries' education systems.

The chapter consists of five sections. Each one begins by describing the programme's background, goal and objective. This is followed by a description of the changes implemented in the participating countries since 2003, which are based in three key CRC perspectives: 'Participation', 'Protection' and 'Provision'. The third section introduces norm-theory and the importance of norms in change processes, both in an international as well as as a Swedish context. The fourth section deals with change processes from the local to the national level and can be initiated both from the bottom-up as well as top-down. The final discussion addresses how some school problems, seen from a Swedish perspective, could be discussed in terms of changing norms in areas where children and students are able to exert a degree of influence.⁶

The terms "children", "pupils" and "students" are used variably throughout the text. The Swedish Education Act adheres to the CRC and defines children as "every human being below the age of eighteen years" (the Swedish Education Act 2010:800, Chap.1 §10). Additionally, the student is also defined as "whomsoever participates in education under this act, with the exception of children attending preschool" (the Swedish Education Act 2010:800, Chap.1 §10).

The Sida training programme

For more than a decade (2003 – 2017), Lund University has been responsible for running the international training programme, "Child Rights, Classroom and School Management", which focuses on practical implementations of the CRC. The program adheres to the priorities determined by the Swedish government in connection with international development cooperation programmes, i.e., human rights projects, the development of democracy, and the fight against poverty. The overarching goal of the program is, according to Sida:

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 (www.sida.se/itp, Sida 2010).

⁶ This chapter is an English translation of our chapter in the Swedish anthology on the Convention on the Rights of the Child edited by Lina Ponnert & Anna Sonander (red. 2019). "Perspektiv på barnkonventionen". Lund: Studentlitteratur. The publishing house – Studentlitteratur, Lund, Sweden – has accepted that we are using this article in this context.

The main goal has been to provide tools to further develop the participants' competency when initiating change processes based in the CRC in their own countries. Sida has provided funding for the programme but has not funded any of the change processes implemented in connection with the programme. As a result, the participants have started their own organisations to provide material and personal support. In all, approximately 600 participants from 29 developing countries in Asia, the Middle East, Africa, Central and South America have received training through this programme. 30 participants from 10 different countries have participated in each training cycle, and each country has been represented by a team consisting of three representatives from different administrative levels within the education system. Additionally, geographical proximity places certain restrictions on the participants ability to establish important networks. The programme consists of four weeks training in Lund, during which time the teams put together their own project plans, with the support of their instructors, to be implemented upon returning home. Six months later, the 30 participants convene for 10 days in one of the participating Sida countries. The main point of this is to hold seminars and discuss developments in the school projects in these 10 countries under the motto "Give and Gain". After a further six months, the teachers visit their teams in situ to observe and analyse their successes and failures, and to support writing for their final report as part of their school project.

All project reports and other documentation from the training programme are collected and published on the digital platform, Global Child Rights Online (www.globalcrconline.org). The development of this platform, administrated by the Child Rights Institute at Lund University, is the result of fruitful and extensive networking, established and developed nationally and internationally during the 15 years the programme has been running.

A description based in the three Ps of the CRC

Our experiences show that at an international level, children, parents, teachers and others are often unaware of the existence and contents of the Convention on the Rights of the Child. The actual intent of the CRC is often misunderstood. This means that the pedagogical challenge we face, within the context of this international programme, is to provide tools to implement change processes in the best interest of the child in environments that initially pose many obstacles. Pedagogically, the programme has consistently focused on an interactive approach in which the exchange of knowledge, experiences, values and attitudes between the participants is seen as an important part of the learning process. Efforts to understand and implement the CRC from different perspectives and in relation to different target groups continued throughout the study period. This meant that one of our main pedagogical tasks has been to create a holistic

and easily understandable interpretation, and practical implementation, of the contents of the CRC. Throughout the programme, we take our starting point in the three Ps (Qvortrup 1993; Verhellen 2000). Together, these three Ps reflect the main contents of the articles of the CRC and can be explained as follows, with the articles in brackets:

- Participation: The child's right to participate e.g. in providing information and expressing his or her views, as well as participating in decisions in matters that affect the child. (Articles 12-17)
- Protection: The child's right to be protected from physical or mental violence, injury or abuse, neglect or negligent treatment, and all forms of exploitation. (Articles 19, 20, 32-36)
- Provision: The child's right to get their basic needs fulfilled, e.g. access to food, healthcare, education and social welfare. (Articles 6, 24, 26, 27:1, 28-29, 31)

These three perspectives have been broadly employed as key concepts in our training programme in Lund, and in ongoing change processes in the participating countries: as a method of identifying areas in need of change, as pedagogical tools used in training programmes for children, parents, teachers and decision-makers, and as a tool to analyse the results of the change process. This has led to the participants in the Sida programme, and the children and adults involved in the local school projects, having developed a mutual language for discussing and implementing children's rights. This has also proven to be one of the programme's main success factors, as we shall return to further on. In practice, the main focus of a majority of the schools' change projects has been on helping the child develop his or her capacity for participation and influence, as laid out in Articles 12 and 13. This also happens to be the same problem area that dominates international research on the CRC, (e.g. Percy-Smith & Thomas 2010; Reynaert, Bouverne-de-Bie & Vandeveldel 2009).

Over the years, we have repeatedly observed the same pattern, which indicates that children's participation is seen as the most pressing and challenging issue to address. A number of national teams report a growing awareness of the CRC, not only among children, but also among teachers and parents. People's opinions and attitudes have gradually changed from seeing children as objects to seeing them as subjects.

The following text describes the change processes implemented in the participating countries since 2003, based in the aforementioned three perspectives of the CRC. This description is based on materials retrieved from the participants' project reports on comprehensive national survey studies carried out in each country, and the authors' and instructors' experiences and observations during the course of their many, recurrent visits (see: Rasmusson, Alfredsson, Andersson, Leo, Flinck & Wickenberg,

2016; Leo, Alfredsson, Andersson, Flinck, Rasmusson & Wickenberg 2014; Rasmusson 2011; Wickenberg, Flinck, Leo, Rasmusson, Stenelo & Yebio 2009).

Participation

The reports reveal interesting motives for encouraging children's participation in society. Developing the child's capacity to participate and influence is assumed to contribute to the child's personal development, skills and competencies as well as strengthening his or her self-esteem. One ambition is to give them the space they need to exercise their rights and express their opinions on democratic values, both at school and in their community. We should be putting children's perspectives, experiences and knowledge to use. However, it is also important, within the context of this international programme, to address not only the child's rights but also his or her responsibilities. The CRC lays out the government's responsibilities towards the child, but the Convention does not mention the responsibilities of the child. As an example, the Department of Education in South Africa has introduced the concept of the responsibilities of the child, and has issued national guidelines for developing both the child's sense of responsibilities as well as his or her rights. This shows that it is important to have an awareness of different, traditional, cultural, religious or political interpretations of the CRC, based in different national and local conditions.

A recurrent theme of the change projects relates to the child's right to participate in decision-making processes in education matters. The participation ladder, developed by Roger Hart (Hart 1992), is commonly used as an analysis tool, here. Children have a right to be involved in classroom and education matters, and contribute opinions and knowledge in general school matters, but they also have the right to be given the chance to learn and exercise leadership. One of the main project goals has been to erase the distance between school management, instructors and students, thereby developing school democracy. Allowing children to participate in decision-making processes can be one way of creating a safer school environment and combating discrimination, marginalisation, violence and bullying. Establishing and developing student councils and school parliaments at the municipal or regional level is another way of providing children the opportunity to participate both in formal as well as informal decision-making processes. Peer support and student mentors are other examples of organisations created by adults to help children support each other in exercising their rights. Our analysis shows that these forums and school organisations have also created conditions that are sustainable in the long-term. There are a number of examples of national teams developing new initiatives based on previous projects in the same region, which in turn has contributed to enriching the original project mission and developing

and spreading their methods and strategies. These developments have also allowed us to observe some of the results over an extended period of time.

An interesting example of this can be seen in the developments in Copperbelt, a province in Zambia. Today, the Department of General Education in Zambia views the province as a national role model for student participation in developments in the education sector. These developments were particularly noted by the external evaluators commissioned by Sida (Ljungman, Lundin, Gharbi & Christoplos 2016) to evaluate our training programme. In 2003, the first team from Zambia wrote a manual on student councils, based on their field trips to schools in Lund. This manual developed into a very useful tool for the following national teams, who all have continued to introduce, implement and develop student democracy. The manual has been used to support the establishment of new student councils in schools participating in the project, and by regional instructors. For several years now, all secondary schools, upper secondary schools and in many cases, primary schools in the Copperbelt province have had student councils. Student councils have also been established at the district level to allow school districts to share their experiences. Initially, the change processes faced difficult obstacles. Vandalism, fights, aggressive behaviour, student protests, and worn-down and dirty school environments were common. Children's rights, democratic elections held by student council members, and influence in various school matters were completely novel concepts. In summary, students have repeatedly provided accounts of the changes that have taken place in their school culture, that the learning environment has benefited, that the students and school management have developed good relationships, and that students perform better academically.

Another theme regarding participation in the change processes in these countries deals with the child's participation in the classroom, in education matters, and in the learning process. This is often related, broadly speaking, to efforts to create "Child-Friendly Schools". "Child-Friendly Schools" is a wide-reaching, global concept developed and implemented by UNICEF (2009) in a number of countries,⁷ and has served as a model and a source of inspiration, in addition to the Sida training programme. These schools have developed new methods for bringing about change in student/teacher relationships, as well as in a school setting. The projects invite the children to participate in developing democracy in the classroom, for example, by agreeing on common rules for the democratic process in school. Teaching practices have also changed as a result of student participation; it has helped create an open atmosphere, and student/teacher relationships have developed in a more democratic and interactive direction. One interesting conclusion of the ensuing follow-ups and interviews was that these changes

⁷ In Sweden, Unicef uses the designation "rights based schools".

also indicated reduced stress, both among teachers and students, which in turn resulted in a calmer, improved learning environment.

The right for children to express themselves freely is demonstrated through various school activities and in the surrounding communities under the banner “Children’s Rights Days”, and activities that allow children to express themselves through drawing, music or dancing. During our visits to countries in Africa, Asia and Latin America, we have often been invited to dramatic performances in which children portray ongoing problems that pertain to the CRC. In doing so, they have been able to bring up and problematize, for example, alcohol abuse and domestic violence, sexual abuse, and unfair teachers. Previously taboo subjects have been brought to the fore for discussion. This has led to the creation of new forums for discussions on important social issues from which children have previously been excluded.

Protection

Corporal punishment⁸ of children is deeply ingrained in many countries. From a global perspective, positive changes are occurring relatively slowly. This is apparent from the annual follow-up conducted by the Global Initiative to End All Corporal Punishment of Children. Only 12% of the world’s children are legally protected from corporal punishment at home, at school and in children’s institutions (Global Initiative 2019).⁹

Corporal punishment, both domestic and in school settings, discrimination, sexual abuse, harmful labour practices, teenage pregnancies, violence and bullying are some examples of the kinds of problems several change projects based in Protection have focused on. Activities in this area are often closely linked to developing children’s influence and participation in the projects. The children are involved in discussions and efforts to find solutions to these problems together with the adults, and this work approach has, in many cases, been an important factor in creating a safer school environment and reducing problems. This progress can be seen in national reports that present longitudinal results.

These changes can be seen as the result of increased focus on the problems as well as the development of new methods for managing them. We have met experienced, older teachers who relate stirring descriptions to their colleagues and children of the personal changes they have experienced at a personal level during their work with children’s rights. Realising the consequences of the methods of punishment they themselves have been using all these years has been a painful experience, but it has also been satisfying

⁸ In international studies, the terms “corporal punishment” or “violence against children” are often used.

⁹ *Global initiative to end all corporal punishment of children.* <https://endcorporalpunishment.org/>

to see the children express their skills and demonstrate their capacity for participation in the new and changed atmosphere in school.

This localised, grassroots approach, which has been used in many school projects, has shone a spotlight on children's, and particularly girls', needs. Girls bear a heavy domestic workload in the majority of the participating countries. Several change projects within the training programme have focused on changing norms in teaching and learning environments, norms that guide student participation, and highlighting gender issues. One project focused on the division of household chores. This resulted in boys and girls sharing some traditional and culturally determined tasks.

By implementing change processes that encourage girls to learn more about the natural sciences, and by improving teaching materials to support women in science and research, we are able to create more diverse classroom settings. As a result of prioritising gender issues, discussing myths and misunderstandings, early school leaving rates due to pregnancy have dropped in some of the schools involved in the training programme. Another way of creating a safer and more protective school environment, particularly with regards to girls subject to abuse, is to build toilets on the school premises, or to construct sleeping facilities where girls can stay the night, thus avoiding long and often dangerous walks home.

Provision

The national reports conclude that there are cases of children going without food for an entire school day. In some cases, it is left up to hungry teachers to try to teach hungry students. The reports, which summarize several school projects, note various measures taken by adults to meet the children's basic needs. Such measures often deal with solving everyday needs such as health care, food, water and toilets in schools (see the Protection section), school uniforms, school transport and safe housing for students that live far from school; i.e., measures that support the child's right to education. In some cases, the children themselves have contributed, e.g., by producing their own teaching materials and establishing and maintaining school gardens where they can grow their own vegetables.

South Africa is one of the countries with positive results from projects with a focus on Provision. For example, two schools decided to map the living conditions of children who live without any adult supervision. When the school projects were initially implemented, these children were often seen as aggressive and problematic students, and there was little interest in studying the causes of their behaviour. Neither was anyone aware of how many students live under such conditions, where they live, or

whether they received any support from adults. Some children were under the supervision of a special custodian, and in some cases, the custodians had abused them sexually, or had laid claim to the funds intended to support them. The school principals explained that it was painful to see the conditions the students were living under, and to initiate a dialogue with them. They were more accustomed to spending time in the office and were not used to coming into personal contact with the students. It became obvious to the principals that investing in children's rights and adapting their role as principals to incorporate a child's perspective made an important difference. Practical implementation of the child's rights allowed the children and custodians to describe their living conditions in their own words, thus resulting in a deeper understanding of the matter. The children received increased support in various forms: psychologists, help with school work, and food packages delivered to their homes on the weekends. The students' school performance improved, as did their faith in the teachers who had helped them.

In summary, our experiences show that it is possible to achieve significant results in very vulnerable environments with very limited material resources.

Change processes means changing norms

Theories on change processes and norms can be useful for gaining an insight into, and understanding and interpreting, the processes leading to the results presented in this chapter. Change processes seldom adhere to the same template, and there are a number of theories on change processes that describe different phases or stages of the processes involved.

Initiation, implementation, institutionalisation and distribution are examples of some concepts that can be of help for individuals involved in change projects when establishing roughly whereabouts in the process they are at any given moment. New ideas are presented during the initiation phase, and these new ideas are put into practice during the implementation phase. If these ideas have been incorporated into daily activities, one could say they have become institutionalised – old norms have been changed or replaced by new ones. During the distribution phase, our organisation is prepared to provide our knowledge of change processes to other organisations (Blossing, Nyen, Söderström & Hagen Tønder 2012; Miles & Ekholm 1987).

Lessons learned from the change processes conducted within the framework of our training programme show us that there is an overlapping of phases, that different people arrive at different stages at different points in time, and that it is very difficult to

compose a schedule when it comes to complex changes. There are examples of cases in which opinions, attitudes and norms have gradually changed over several years. However, there are also examples that show visible change within the course of a single year.

During the planning of a change project, it is important to map out the situation at that point in time and focus on the causes of the problem. One success factor in the education programme is that any actions taken by a national team have been preceded by careful planning and mapping of current strategies, policies and ongoing activities in the area. The next stage has been to establish an overall objective, as well as a vision consisting of both long-term and short-term goals. Research on change processes emphasises that the first step of the process is to create a feeling of urgency for the planned changes in all participants, and that the changes are seen as necessary (Kotter 2013; Yukl 2014).

Colombia is currently in the process of upholding a state of peace after many years of civil war, and according to a report from the UN's refugee organisation, the UNHCR (2016), the country is currently housing approximately 6 million refugees. Large groups of civilians and students, with different language and cultural backgrounds, have fled to Bogota for security reasons. This has led to large-scale school problems, and several child's rights school projects have focused, instead, on reducing school bullying, conflicts and abuse.

In Sweden, children and students are protected from abuse, discrimination and bullying by way of the Education Act (SFS 2010:800), Chapt. 6, and the Discrimination Act (SFS 2008:567). In common with Sweden, some of the projects in Colombia focus on promoting a safe and secure school environment for all students and staff. Such promotive efforts consist of ongoing activities to encourage respect for the equal worth of every individual, both during and after class. Students fleeing civil wars are often marginalised upon arriving in the cities, and an important part of promotive efforts, therefore, deals with issues relating to cultural identity and diversity. A school's core values are established during this process. One of the participating schools formulated their vision as, "I will change the world, but first I will change myself". In time, this vision became more tangible as both students and staff developed an awareness of personal changes they would like to make.

A second part of the school projects has been to identify risks and analyse the circumstances and conditions in each school. Individually analysing each school lays the foundation for preventive efforts that specifically target the identified problems, i.e., harassment, abuse and discrimination. This makes areas within the organisation that need to be changed, in the context of the school's vision, more visible.

A third part of the projects is to make decisions on specific actions, such as various discussion models aimed at conflict resolution, together with students and school staff (see also Skolverket 2014).

One obvious success factor in the training programme is that new national teams have continued along the same paths, where new knowledge and experiences can be used and disseminated. A minor project started at one school continues with additional, new goals in several other schools and then spreads to other districts and regions. This is shown, for example, by the aforementioned developments in Zambia, as well as in a district in Malawi. The activities there have resulted in fewer child marriages, fewer teenage pregnancies and fewer children being forced to work instead of study in regions that have been the site of several, consecutive projects. One important conclusion we draw from the project reports is that adults' attitudes toward children have changed. Additionally, as we have seen in other cases, several taboos have been shattered, and it is now possible to discuss difficult and sensitive social problems involving children and youths.

Cultural changes – changing norms with support from the CRC

A key question when practically implementing the CRC pertains to whether the convention actually is a tool that supports change. The aforementioned cases are all basically a matter of demanding and promoting the right to education for all students, and the individuals in charge of promoting these changes – change managers, school administrators or teachers – then use the CRC in their work. The participants from the countries enrolled in the training programme often bring up the subject of culture and the fact that it is difficult to bring about any cultural changes when culture is such an integral part of an individual's identity. The concept of culture is often described in vague terms, and this also applies to the cultural descriptions as laid out in the Swedish elementary school curriculum:

In a deeper sense education and upbringing involve developing and passing on a cultural heritage – values, traditions, language, knowledge – from one generation to the next. The school should support families in their role of being responsible for the upbringing and development of their children. (Läroplan för grundskolan 2011, p.9).

The present chapter takes its starting point in the argument that norms are a cultural component. By changing norms, we also change cultures. One lesson learned from the training programme is that it is easier to identify specific, problematic norms, and provide tangible solutions, than to analyse entire cultures. Identified norms such as “students should not express their opinions” or “teachers should slap students that do not sit still” are examples of norms that can be adopted as a starting point for dialogue

with various actors. Here, the articles of the CRC can provide support when defining the child's global rights.

The concept of norms is used in very different ways, and therefore, we need to define norms in this context. The first criterion is that norms are rules for action. This is the entire point of norms: they regulate our actions. The second criterion is that they are reproduced, communicated and disseminated within a group (Elster 1992; Wickenberg 1999). The third criterion is that social expectations and social pressure have an impact on our actions, a long-established starting point in sociology (Durkheim 1895; Giddens 1989; Rommetveit 1955). This means that the group's expectations play an important part in the creation of norms; we often tend to act in line with the group's expectations. In other words, norms are rules for action that are reproduced socially or professionally, and, in general, represent the group's expectations of the individual's behaviour (see Leo 2010; Svensson 2008). The present chapter's point of departure, i.e. legal norms, is based in the articles of the CRC.

In a survey conducted in 2014, following the completion of 14 training programmes within the Sida program, and of which the first participants had completed the programme 10 years previously, we asked the participants to answer some questions in order to study the factors underlying the creation of professional norms (Ajzen & Fishbein 1980; Leo et al. 2014). We asked them how their views on children, both in a professional as well as a personal context, had changed, and what motivating forces had driven them to commit to the changes. We asked them how to describe how they had interpreted the external expectations and with whom they had communicated. The survey also contained an open-ended question in which the participants were asked to list three things they do in their role as a change agent. These questions laid the basic groundwork for identifying different patterns of behaviour, and in extension, the norms that guide the group's actions. We use the term "change agents" throughout the course to designate all participants, a "change agent" being an individual who initiates new patterns of behaviour that become norms, thereby helping to change or replace old norms (Ellickson 2001).

Seeing children as subjects instead of objects

A number of the responses to the survey question on whether the participants had changed their views of children expressed changes at both a professional as well as a personal level, as a result of the Sida programme. The following quote is one of several telling examples of such changes:

Personal view: *Initially, my view was that children should not be heard; we, the adults, parents or older persons make all the decisions. I also thought that you can teach children lessons by smacking them. HOWEVER, the programme in Lund changed all of that. These days, I listen to the children, I ask their opinion, play with them and let them participate in daily household chores. I don't call it my home any more, I call it our home.*

Professional view: *These days, I prefer to adopt a student-centred approach, which helps me, as a teacher, to strive to include all students, and I encourage everyone in the classroom to listen to each other* (Leo et al. 2014 p. 173-174).

Many of the responses express a clear understanding of the spirit and intent of the CRC. Several respondents described the importance of adopting a child-centred approach, and of respecting and listening to children. The participants stated (in responses that departed somewhat from the question) that as a consequence of the changes, they have become more aware and have exercised and expressed their rights in a way previously unrecognised. Teachers and parents often worry that classrooms will get out of hand if the children are allowed to have influence, but giving students opportunities to participate often shows the opposite results.

Childhood researchers (Kirby & Woodhead 2003) show that positions on children and childhood are formed by global processes that, in turn, are assumed to have an impact on local practices. They argue that the implementation of the CRC has played a significant part in global developments. Researchers describe a paradigm shift having taken place, from merely seeing children as objects of adult upbringing and care to viewing and relating to them as subjects; that is say, viewing them as creators of meaning and participating actors (Verhellen 2000). The results of our survey indicate that the participants in the programme also continue to adhere to this global children's rights discourse (Rasmusson 2016). The programme has played an important role, here, but other factors, such as media, literature and collaboration with other children's right activists, have probably also had an effect.

Motivational and driving forces

We included an open-ended question in the survey in order to find out what motivates or drives the change agents' actions. We identified two main kinds of motives: internal and external motives. Some responses express a high degree of commitment, such as: "As a change agent and as a participant in this programme, I have a moral responsibility to show that we as a society take care of our children and respect their rights". A large number of responses indicate that the respondent is passionate about his or her position: "Love for my profession", "Love for children", and "Love for social justice". Perhaps, one of the most important insights from the responses is that in order to

change others, we must first change ourselves: “I know that I have changed, and if I can change, then so can others.” We can conclude that internal motives are linked to external motives for wanting to improve conditions for children. Problems such as overcrowded classrooms, high drop-out rates, and inadequate teaching practices are some examples of external, motivational forces that drive people to participate in change projects.

External expectations

External expectations and peer pressure are important components of the norm-creating process; we often act in line with how people expect us to act. We asked the participants to describe the sources of peer pressure they experienced, and how strongly they experienced external pressure to practically implement the CRC. The responses show that there are several sources of very strong, and widely spread, expectations, which leads to strong pressure on the change agents to meet expectations; they are expected to not just talk the talk – they have to walk the walk, too. There is a pressure of expectations from the legal norms in the Convention of the Rights of the Child (CRC), but also another pressure of expectations from the children participating in the change project, from the network with change agents, and their own family. One conclusion, here, is that the CRC’s legal norms do support the establishment or changes of the social or professional norms.

The teachers participating in the programme represent the strongest source of external pressure, which is interesting from a pedagogical perspective. Research has shown that teachers who have high expectations of their students’ academic achievements have a strong impact on their academic results (Leithwood, Jantzi & Steinbach 2002), and there is good reason to assume that the same applies to adults: high expectations encourage learning. One conclusion that can be made is that this pattern of high expectations from various parties is a necessary condition for establishing professional norms that support the child’s right.

How to communicate to create and spread norms

We included a survey question to identify how often the participants communicated with different actors in their role as change agents. The results show that their personal and professional identities are closely linked, since most change agents discuss child’s rights issues with their families on a daily basis. As previously stated, there are many examples of participants who have reconsidered their roles, both in school and at home. According to them, this is a result of having gained increased knowledge and awareness of the child’s rights, as well as changes in communication between adults and children. Our interpretation of the results is that communication at the local level, in families

and schools, endows the change process with a stability that is strongly anchored in the change agents. The results also show that the team employees, i.e., programme teachers and colleagues within the organisations, continue to maintain communication. The various forms of communication allow us to see a combination of strategies used at different organisational levels of the projects, and this combination, in our opinion, is an important factor when implementing and passing on knowledge from successful and sustainable projects.

The change agents' norms

The implemented measures, motivational and driving forces, and external expectations and communication all play a role when establishing or changing norms. We find that a number of changes have occurred in power relationships between the change agents and the children. As adults begin to see and listen to the child, their relationship becomes more equal, and this is, perhaps, the first step towards becoming a change agent in the education sector.

Many different kinds of norms have been on display among the approximately 600 participants in the programme, but the norm that dictates that change agents should see children as subjects with special rights that must be protected is universally shared. At the same time, change agents need to protect the children, listen to the children and students, and they must allow students to express themselves in school and at home. They also need to have knowledge of childhood development, and about being there for them. Such changes lead to another, more general norm that shows that the adult has fully incorporated the CRC, both at a personal and professional level. – change agents should always be role models for children, students, and for all adults that have influence over children's lives.

To summarise the present chapter's findings on changes in norms, we can conclude that the change and development management requires different kinds of material support, implemented at different levels of society. This especially applies at the local level, where new norms are often created, confirmed, and communicated. This results in a pattern of normative structures (Wickenberg 1999), in which various actors actively support the changes. As previously mentioned, open, social arenas are a salient example of forums for children and engaged professionals and adults to meet, communicate and exchange experiences. Forums for discussions on old and new norms that deal with, for example, democratic participation and influence in decision-making processes. Class councils, school councils and school parliaments are good examples of forums that can support the creation of new norms.

School management and leadership represent other important normative systems, and active support from the school administrators to the change agents in school is very important. Often, it is crucial that the school leadership actively supports committed change agents to actively participate in changing norms in school. For example, efforts to build school toilets for girls only can also provide important support when establishing norms that support the child's right not to be subject to physical or psychological abuse, neglect or exploitation, under Article 19 of the CRC. These kinds of activities support the creation of new norms and have long-term effects, both in school, as well as in domestic situations.

It is also important to take advantage of local resources when changing old norms or establishing new ones. For example, inviting committed individuals from local organisations, associations or religious communities to participate in children's rights activities.

In discussions with actors from various levels of the education system, their experiences of the programme tell us that the change agents are adequately supported by current legal norms such as laws, rules, policies, and curricula aimed at establishing new norms in the best interest of the child.

Change processes from the local to the national level

Many of the projects carried out within the framework of the programme began as small-scale projects at the local level, which then spread to other schools at other levels - e.g., the district or regional level. Some initiatives have been spread at the national level, e.g., national student unions or training programmes for teachers and school administrators. As stated above, these projects are often implemented in poor areas with scarce material resources and communities with major social problems. In these cases, the project teams have actively enrolled parents, traditional and religious leaders and other local actors in the changes, and this has been a crucial factor for bringing about successful change processes.

One lesson learned from the completed change projects is that committed and engaged individuals, both in and outside the school system, are a crucial component of efforts to change attitudes and create more "child-friendly" schools. There are myriad activities going on at the local level, in schools and local communities: workshops, campaigns and festivals intended to create awareness and an understanding of the CRC. At the local, district and national levels, the teacher training programme has proven to be a key to change. This programme, both during basic training and advanced training,

has allowed us to reach thousands of students in the participating 20 countries. Projects at the national level have led to the introduction of the CRC in school curricula, in policies, and also in school materials and textbooks used in courses on children's rights and the CRC, whether as an isolated subject or as an integrated part of other subjects.

Research on schools in Sweden emphasises the importance of having an efficient chain of governance that spans from national reforms to local implementation (Nihlfors & Johansson 2014). Their study shows, for example, that there are shortcomings in the chain of governance when it comes to trust and interaction, which leads to conflicts and negotiations at all levels.

One desirable outcome that has emerged in relation to change processes based in the CRC as a point of departure is that governing policy documents are now interpreted collectively, (and in collaboration) with actors from different levels in the education system.

Basing work in different interpretations of the CRC at the school level, principal level and national level does not serve the students' best interest.

One important factor is that each national team has strived to include participants from three levels of the education system: 1) school principals or administrators, 2) teacher educators and/or inspectors at the district level, and 3) government or state officials. As noted, this has allowed new projects to be based on previous experiences, and a growing number of participants from these countries have created children's support networks to continue to promote the implemented changes in the school system. One example of this is the children's rights network in Kerala, India, which encompasses 10 of the 14 administrative districts in Kerala, and consistently includes change agents from the aforementioned three different levels. This has, in turn, enabled new children's right projects to take their starting point in activities and projects previously conducted and tested in other areas, the results of which have been disseminated during the network's regular meetings. Each national team has also had constant and rapid access to various forms of competency and experience to help them find both new and tried-and-tested ways of approaching the project. This has allowed school principals, teacher educators and inspectors to exchange experiences, both within the national teams as well as within the network.

Toward the conclusion of the final cycles of the Sida programme, the network held strategic discussions to establish whether they had included the most important key persons and institutions in Kerala's education system. In discussions with the programme instructor, it was concluded that there were not enough change agents enrolled in the programme from the central government level in Trivandrum. Therefore, for the remaining applications to the programme, we focused on people in

key positions in close contact with the state government and the Department of General Education in Kerala. This allowed local experiences to be introduced at the national state level and have a direct impact on curricular, syllabi and teaching materials in later projects at the national level.

Furthermore, in 2013 the children's rights network started up an independent organisation, the Association for the Protection & Promotion of Child Rights in India, (APProCh India). Based in this independent organisation, Kerala has recently begun to set up a children's rights training programme to train school principals, teacher instructors, inspectors, and other administrators from the school systems in Karnataka, Telangana and Tamil Nadu – in other words, the three Indian states that have not participated in the Sida programme. The instructors in these children's rights programmes are change agents from Kerala who are long-time members of the children's rights network. The intent, here, is to implement parts of the new and open training platform, the Global Child Rights Online Platform,¹⁰ and use it to further develop knowledge gained from the aforementioned programme, "Child Rights, Classroom and School Management". There are also examples of collaboration across state borders within the framework of the programme. The geographically very closely related children's rights networks in Kerala in India and Sri Lanka have enjoyed close, personal relationships for several years, which has made it easy to plan school trips to each other, and share experiences.

In summary, we assess that the combination of skills from different levels of the education system has made it possible to combine professional and experience-based perspectives in both extensive as well as complex change processes. Representatives from the entire chain of governance, from the national to the local level, have participated in a number of teams, and in total, there are approximately 30 – 50 participants per nation, and approximately 600 participants that have the necessary training to support each other via local, national and global networks, and to develop their own children's rights activities.

¹⁰ <http://www.globalcrconline.org/>

Concluding discussions

The experiences gathered from the international programme (2003-2017) often relate to specific conditions that may differ greatly from Swedish conditions, but share some important similarities. The Swedish Education Act contains a section that directly relates to Articles 1, 3 and 12 of the CRC:

The best interest of the child

All education and other activities must be based in the best interest of the child. For the purposes of the Convention, a child is defined as every human being below the age of eighteen years.

The child shall be provided the opportunity to express his or her own views, as far as possible. The child shall be provided the opportunity to express his or her own views in matters that affect him or her. The child's views shall be given due weight in accordance with the age and maturity of the child.

(The Education Act, Chap.1 §10)

Changing school norms in the best interest of the child

What do we mean when we say that all education must be based in the best interest of the child? To summarise, we will highlight three relevant problem areas in the Swedish education system that require changes in professional and social norms, if the child's rights are to be fulfilled, in accordance with the CRC.

The number of complaints of abusive treatment to the The School Inspectorate and the Child and School Student Representative is increasing each year (see: Skolinspektionen.se). The school's value system mission is to combat discrimination and in other ways promote equal rights and opportunities, regardless of gender, ethnicity, religion or other belief, disability, transgender identity or expression, sexual orientation or age, i.e., the seven grounds of discrimination regulated under the Discrimination Act (SFS 2008: 567). Abuse and discrimination are covered under Article 2 of the CRC, which lays out that all children have equal rights and worth. No one may be subject to discrimination. School officials need to continuously address the norms that underlie abusive treatment and discrimination, and promote efforts in preschools and schools to prevent, discover and address school bullying and abuse (Skolverket 2014).

Another social problem is that one in four students lacks education above the grade 9 level (see: Skolverket.se). The question, then, is whether these students have received

the support and schooling they are entitled to, as laid out in the Education Act, Chap. 3, and Articles 28 and 29 of the CRC. A key issue, in this particular problem area, is how to identify the professional norms that govern school administrators, teachers and student healthcare professionals responsible for the school's compensatory mission. Research has shown that school administrators experience that the staff's expectations, as previously mentioned in this section, often exert a stronger force than the students' expectations (Leo 2014), and that resources are not always distributed according to the students' needs, but rather, according to templates that require a "fair" distribution of resources – meaning that an equal amount of time must be spent on each team, regardless of the students' actual needs (Leo 2014).

Yet another example of problems in Swedish schools is the high rate of student non-attendance in many schools; rates of both random non-attendance and longer periods of non-attendance are rising both in elementary and secondary schools (see e.g. Skolinspektionen 2016). Although the reasons for non-attendance differ between the countries thus described and Sweden, the student faces substantial obstacles in exercising his or her right to education. In Sweden, too, the issue of non-attendance has been raised, and a number of schools are implementing activities to improve school attendance. Some reasons for non-attendance can probably be traced to the above-mentioned problem areas: i.e., that the student does not receive support, or is subject to abusive treatment from adults or other students.

The importance of student participation and influence at school

The child's right to freely express his or herself is, as previously mentioned, based in the "best interest of the child", as laid out in the Education Act (the Education Act 2010:800, Chap.1 §10), which also contains an entire chapter on *quality and equity*. One example from the chapter, that strongly relates to the CRC, is the following excerpt:

Participation and consultation

General information on child and student participation

Children and students must be allowed to exert influence in education matters. They must receive continuous encouragement to actively develop their education and keep them informed of relevant matters.

The information and methods used to provide children and students influence should be adapted in accordance with the age and maturity of the child. The students must at

all times be allowed to take the initiative to address issues that are within their area of influence within the education system.

The Education Act 2010:800 Chap. 4 §9)

Research shows a strong link between student participation and influence in school matters, and significant improvements in knowledge and well-being (Manger & Novak 2012; Skolverket 2015). However the Swedish Schools Inspectorate's five-year report (Skolinspektionen 2014) indicates that schools should focus more on participating and consulting with the students. Students feel that they do not have any influence over issues that really matter to them: i.e., the contents of their education, and the teaching methods used in the classroom. The Swedish Schools Inspectorate argues that this is partly due to teachers worrying that they might lose a degree of control over the teaching process.

The international projects presented in the present chapter contain several examples of how to promote participation through class and student councils. This could be described as allowing students to have influence over decision-making processes (Skolverket 2015), or decision-making processes seen as political participation (Elvstrand 2009). Another important factor is implementing activities in which students can actively participate (Skolverket 2015), and influence the contents of their education. This means that there is reason to presume that increased student participation and influence may be related to improved well-being, less abuse, performing better at school as a result of being afforded equal opportunities, and improved school attendance among those students that for various reasons now choose not to attend school.

Success factors for school changes in the child's best interest

Finally, we present some factors that have been important when successfully implementing international change projects for schools in the best interests of the child. One fundamental aspect that has become obvious during the projects is that both personal and professional commitment are necessary qualities. Successful participants share in common that they are highly committed individuals, in addition to working as change agents, (see Wickenberg 1999, 2013), and are capable of leading both adults and children.

Professional change agents from the international education programme involved in the change projects have developed a professional language and terminology that helps us understand the core values of the CRC and how to implement them. Some concepts, particularly "Provision", "Protection", and "Participation", have been well received by

the students, parents and other actors involved in the change processes. An important pedagogical aspect of the programme has been to provide a space to address dilemmas, ethical issues, and personal perspectives and views on children. The change agents have in many cases radically changed their views of children, both at a personal as well as a professional level. This has greatly benefited their credibility, particularly in their practical encounters with children. Furthermore, we confirm that solutions to complex problems require careful planning and systematic quality assurance control. The importance of having a vision and clear, concrete goals that are understood to be imperative is, of course, a fundamental starting point, but the change managers must also invariably be prepared to adapt their plan according to developments that occur during the change processes.

It is also important to involve participants from different levels of the chain of governance, i.e., at the local, district and state or national level, for changes not only to be implemented but also entered into policy documents. This also creates a measure of sustainability. Projects that have implemented both national and local strategies have often succeeded in reaching their set goals. In these areas, the CRC and other documents that regulate efforts to enforce the child's rights at both the national and local level have provided support for the change agents, and the change projects are always based in local needs and issues. Efforts to bring about change in schools are influenced by different school cultures, and cultures are governed, among other things, by norms. One important aspect is to bring both desirable as well as undesirable norms up for discussion and shine a spotlight on them. Creating arenas for public debate on the child's rights, and participating in discussions, therefore, is an approach we recommend everyone concerned with promoting the best interest of the child. In following up the international projects, we see that children's rights networks have been organised within the education sector, and countries in which strong networks have developed have also experienced the most substantial changes, not only in schools at the local level, but also throughout districts, regions, states and at the national level. Networks provide support, and this helps the change projects develop reach and sustainability. We believe that networking is a necessary component when implementing change processes.

There are currently a number of ongoing activities within the education systems, both at an international level as well as in Sweden, to promote the implementation of the child's rights, and to ensure that the CRC is implemented, in practice. However, our research shows that international studies that specifically examine the child's rights in schools and the education system are few and far between (Urinboyev, Wickenberg & Leo 2016). There is a great need for further research and follow-up studies of ongoing activities to ensure that implementations of the CRC are based in a scientific approach,

that is to say an approach based on knowledge and theories of methods and implementation, and of children's needs.

References

- Ajzen, Icek & Fishbein, Martin (1980). *Understanding attitudes and predicting social behavior*. Englewood Cliffs, NJ: Prentice-Hall.
- Blossing, Ulf; Nyen, Torgeir; Söderström, Åsa & Hagen Tønder, Anna (2012). *Att kartlägga och förbättra skolor. Sex typskolor*. Lund: Studentlitteratur.
- Durkheim, Émile (1982). *The rules of Sociological Method and Selected Texts on Sociology and its Method*. New York: Free Press. [ori.1895. Les règles de la méthode sociologique].
- Ellickson, Robert C. (2001). The evolutions of social norms: A perspective from the legal academy. I Hechter, Michael & Opp, Karl-Dieter (red.) *Social Norms*. New York: Russel Sage Foundation.
- Elster, Jon (1992). *The Cement of Society: A Study of Social Order*. Cambridge: Cambridge University Press.
- Elvstrand, Helene (2009). *Delaktighet i skolans vardagsarbete*. PhD thesis. Linköping University.
- Giddens, Anthony (1989). *Sociology*. Cambridge: Polity Press.
- Global initiative (2017). *Global initiative to end all corporal punishment of children*. <https://endcorporalpunishment.org/>
- Hart, Roger A. (1992). *Children's Participation. From Tokenism to Citizenship*. Florence: UNICEF International Child Development Centre.
- Kirby, Perpetua & Woodhead, Martin (2003). Children's Participation in Society. I Montgomery, Heather; Burr, Rachel & Woodhead, Martin (red.) *Changing Childhoods, local and global*. Chichester: John Wiley & Sons Ltd.
- Kotter, John P. (2013). *Leading Change*. Boston: Harvard Business Review Press.
- Leo, Ulf (2010). *Rektorer bör och rektorer gör – en rättsociologisk studie om att identifiera, analysera och förstå professionella normer*. PhD thesis. Lund: Lund University.
- Leo, Ulf (2014). Normföljare i pedagogiskt ledarskap. In Törnsén, Monika & Ärlestig, Helene (ed.) *Ledarskap i centrum – om rektor och förskolechef*. Malmö: Gleerups.
- Leo, Ulf; Alfredsson, Emma; Andersson, Lena; W. Flinck, Agneta; Rasmusson, Bodil & Wickenberg, Per (eds.) (2014). *Enforcing Child Rights Globally. Experiences and Reflections from the International Training Programme on Child Rights, Classroom and School Management*. Lund: Lund University.
- Leithwood, Kenneth; Jantzi, Doris & Steinbach, Rosanne (1998). *Changing leadership for changing times*. Buckingham: Open University Press.

- Ljungman, Cecilia M.; Lundin, Monika; Gharbi, Sarah & Christoplos, Ian (2016). *Evaluation of Sida's International Training Programme in Child Rights, Classroom and School Management - Final Report*. Stockholm: Sida.
<https://www.sida.se/Svenska/publikationer/143131/evaluation-of-sidas-international-training-programme-in-child-rights-classroom-and-school-management---final-report/>
- Manger, Ursula & Novak, Peter (2012). Effects of student participation in decision making at school. A systematic review and synthesis of empirical research. *Educational Research Review*, 7, pp. 38–61.
- Miles, Matthew B. & Ekholm, Mats (1985). School improvement at the school level. I W. G. van Veluwen; Matthew B. Miles & Mats Ekholm (red.) *Making School Improvement Work* (Vol. ISIP-Book 1, pp. 123–180). Leuven/Amersfoort: Acco.
- Nihlfors, Elisabet & Johansson, Olof (ed.) (2014). *Skolledare i mötet mellan nationella mål och lokal policy*. 1st ed. Malmö: Gleerups.
- Percy-Smith, Barry & Thomas, Nigel (ed.) (2010). *A Handbook on Children and Young People's Participation. From Theory to Practice*. London and New York: Routledge.
- Qvortrup, Jens (1993). Children at Risk or Childhood at Risk – A Plea for a Politics of Childhood. I Heiliö, Pia-Liisa; Lauronen, Erja & Bardy, Marjatta (red.) *Politics of Childhood and Children at Risk – Protection – Provision - Participation*. Eurosocial Report 45. Vienna: European Centre for Social Welfare and Research.
- Rasmusson, Bodil; Alfredsson, Emma; Andersson, Lena; Leo, Ulf; W. Flinck, Agneta & Wickenberg, Per (Eds.2016). *Realising Child Rights in Education. Experiences and Reflections from the International Training Programme on Child Rights, Classroom and School Management*. Lund: Lund University.
- Rasmusson, Bodil (2016). *Bridging the Gap between Theory and Practice. Implementation of the Rights of the Child in International Perspective*. Conference Proceedings. PGSD FKIP Universitas Muhammadiyah. The First International Conference on Child-Friendly Education. 2016/05/11 - 2016/05/12. Surakarta, Indonesia.
- Rasmusson, Bodil (2011). Barns mobilisering - en internationell utblick. In Denvall, Verner; Heule, Cecilia & Kristiansson, Arne (Eds.) *Social mobilisering. En utmaning för socialt arbete*. Malmö: Gleerups.
- Reynaert, Didier; Bouverne-de-Bie, Maria & Vandeveld, Stijn (2009). A review of Children's Rights Literature since the Adoption of the United Nations Convention on the Rights of the Child. *Childhood* (16), pp. 518 – 534.
- Rommetveit, Ragnar (1955). *Social Norms and Roles. Explorations in the psychology of ending social pressures*. Minnesota: University of Minnesota Press.
- Svensson, Måns (2008). *Sociala normer och regelefterlevnad. Trafiksäkerhetsfrågor ur ett rättssociologiskt perspektiv*. PhD thesis. Lund: Lund University.
- UNICEF (2009) *Child-Friendly Schools Manual*.
https://www.unicef.org/publications/index_49574.html

- Urinboyev, Rustamjon; Wickenberg, Per & Leo, Ulf (2016). Child Rights, Classroom and School Management: A Systematic Literature Review. *The International Journal of Children's Rights*, Volume 24, Issue 3, pp. 522 – 547.
- Verhellen, Eugene (2000). *Convention of the Rights of the Child: background, motivation, strategies, main themes*. Leuven: Garant.
- Wickenberg, Per (1999). *Normstödjande strukturer: miljötematiken börjar slå rot i skolan*. PhD thesis. Lund: Lund University.
- Wickenberg, Per; W. Flinck, Agneta; Leo, Ulf; Rasmusson, Bodil; Stenelo, Richard & Yebio, Bereket (Eds.) (2009). *Taking Child Rights Seriously: Reflections on five years of an International Training Programme*. Lund: Lund University.
- Wickenberg, Per (2013). 'Souls of fire', Change Agents and Social Norms. In Baier, Matthias (Ed.) *Social and Legal Norms*. Farnham: Ashgate.
- Yukl, Gary (2014). *Leadership in organizations*. Upper Saddle River: Pearson Prentice Hall.

Lagar och offentligt tryck [Laws and publications]

- Förordning (SKOLFS 2010:37) om läroplan för grundskolan, förskoleklassen och fritidshemmet 2011. [Ordinance SKOLFS 2010:37 Curriculum for the primary school, secondary school, preschool classes, and welfare for schoolchildren] Revised 2018. The National Agency for Education.
- SFS (2017:1128) *Diskrimineringslagen The Discrimination Act*.
- SFS (2010:800) *Skollagen The Education Act*.
- The School Inspectorate's report (2014). *Från huvudmannen till klassrummet – tät styrkedja viktig för förbättrade kunskapsresultat*. Skolinspektionens erfarenheter och resultat från tillsyn och kvalitetsgranskning 2009-2014. Ref. no.: 2014:6739. Stockholm: The School Inspectorate.
- The School Inspectorate (2016). *Omfattande ogiltig frånvaro i Sveriges grundskolor*. Quality review 2016. Stockholm: Skolinspektionen [The School Inspectorate.]
- Skolverket (2014). [National Agency for Education] *Främja, förebygga, upptäcka och åtgärda. Hur skolan kan arbeta mot trakasserier och kränkningar*.
- Skolverket (2015). *Delaktighet för lärande, forskning för skolan*.
- Skolverket (2017). *PM – Betyg och stöd från årskurs 6 till 9*. Stockholm: The National Agency for Education .
- FN:s kommitté för barnets rättigheter (barnrättskommittén) publicerar så kallade allmänna kommentarer, om hur olika artiklar och teman i barnkonventionen ska tolkas: <https://www.barnombudsmannen.se/barnombudsmannen/barnkonventionen/allmannakommentarer/>

General Comments on the UN Convention on the Rights of the Child from the UN
Committee on the Rights of the Child:

http://tbinternet.ohchr.org/_layouts/treatybodyexternal/TBSearchap.aspx?Lang=en&TreatyID=5&DocTypeID=11<https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
(accessed by 2019-07-19)

Enactment of Child Rights in Teacher Training Curriculum and Programs at Inner Mongolia Normal University, IMNU: A case study of 15 years work

*Haiyan Wu*¹, *Narisu*¹, *Wuyungaowa*¹, *He Zhiying*¹

¹ Inner Mongolia Normal University, IMNU, China

Corresponding author: wuhy@imnu.edu.cn

Keywords: Teacher Training Curriculum, Participatory Teaching Method, CRC

Introduction

As a developing country in the world, China signed the *Convention on the Rights of the Child* (CRC) in 1990, and ratified it in 1992. As stated in CRC, children are entitled to rights to participate (article 12), freedom of expression (article 13), right to freedom of thought, conscience and religion (article 14), right to protection from all forms of violence (article 19), right to education (article 28, 29), and right to leisure, play and culture (article 31). These rights are important to be applied in educational field. As a part of Human Rights, children's rights such as the right to education, to provision, to participation, to life, to protection and so on are always brought to the front by the Chinese government and various authorities at different levels. The Ministry of Education has been promoting these rights through the introduction of civic education at basic, high school and university level. Under the Chinese laws, children are given their due rights and responsibilities. China has since many years been involved in many domesticated activities to maintain this commitment.

Inner Mongolia Autonomous Region, located in the north and northeast of China, is also without exception. It is a national minority area taking Mongolians as the main body. The change agents of the *Convention on the Rights of the Child* (hereafter CRC) in Inner Mongolia, China, have been the pioneers to raise the awareness of CRC and participation at different levels since 2003, who have integrated CRC and participation into the decision-making process and school practice in Inner Mongolia. The study in this paper was conducted by the EFL (English as a Foreign Languages) teachers, teacher trainers in Inner Mongolia Normal University (hereafter IMNU), as well as the change agents of “Child Rights, Classroom and School Management” Advanced International Training Program sponsored by Sida and operated by Lund University. Batch 11 started to work on promoting the students’ participation in and out of class in Inner Mongolia from 2009. Batch 14 has implemented CRC-based training program in IMNU and TVC (Tongliao Vocational College) since 2011. Batch 16 and 18 focused more on participation by providing university-wide teacher training and teaching materials on CRC at four universities in Inner Mongolia in 2011 and 2012. In 2013, in order to enhance students’ participation in EFL classes, Batch 19 initiated Participatory Approach (PA) in a pilot research in two middle schools in Inner Mongolia. In 2014, Batch 20 began to design a *Handbook of CRC-Based Participatory Approach for EFL Teaching*. In 2015, Batch 21 initiated a preliminary training model for the English pre-service teachers. Each of the above-mentioned batches has conducted some researches closely related to their projects. Based on these researches that have been done since 2003, this paper is aiming to take a longitude view and find out the understanding in terms of enactment of child rights among pre-service and in-service teachers by summarizing the work and activities done by change agents of CRC from IMNU. Meanwhile, it will be beneficial to carry out more activities to disseminate the principles of CRC and make pre-service and in-service teachers be aware of the importance of enactment of child rights at school.

Accordingly, the study answers the following questions: (1) What exactly has been done in the training curriculum and programs at IMNU for the enactment of child rights; (2) What are the progress and drawbacks in the process; (3) What is the way forward? Critical thinking and analytical inference will be provided in the paper.

Theoretical framework

The theoretical framework is built upon the ratified UN's *Convention on the Rights of the Child* in China in 1992, teacher training methodologies, EFL teaching and learning, and theories of curriculum design and implementation. The writing of this paper is based on quantitative and qualitative methods, that is, the authors use data collected from questionnaires, interviews, observations and feedbacks to conduct our research. A number of questionnaires have been collected among pre-service teachers in terms of the teaching methodologies related to CRC. Interviews have been mainly used for the teacher trainers and trainees for the specific purpose of study such as the on-going participation in the curriculum design and implementation. Class observations have been done by the researchers for the CRC enactment in the teacher training process. Feedbacks are mainly from the trainees for the curriculum design or the teaching process. Both expected and unexpected results have been found in this study. In terms of the expected results, the university curriculum reform has promoted by the CRC implementation, the teaching technique and methods have been improved and pre-service and in-service teachers' international horizon has been broadened. In terms of the unexpected results, some research projects have been put off for a long period of time and sometimes the research is biased because of the status of the researchers, which makes some aspects of the sustainable CRC-based teacher training difficult.

Methods and contents used in this case study

Teacher Training Curriculum and Programs

As for students' participation, Chinese teachers in general have not given much freedom of expression and participation to their learners yet. In effect, most Chinese learners are still frightful and shy when they are asked to take part in the class activities. This condition makes learners inactive with less creativity. As to children's protection, although the Chinese government has laid down relevant laws, documents, regulations and acts on protection for children both at school, home and society with the purpose to provide legal basis for children's lawful rights, the protection of children is still a serious issue in China. Mistreatment and punishment are still on-going at schools and homes.

In China, all children aged 6-7 are asked to go to school to receive the free 9-year compulsory education and the actual entrance rate for school aged children has reached over 98 percent in Inner Mongolia. In recent years, the new curriculum aimed at

changing teaching content and methodology from teacher-centered class to student-centered class is being promoted by the government. Inner Mongolia has also been carrying out the educational reform. Though teaching reform has begun for several years, schools in Inner Mongolia remain quite conventional teaching methods, which is disproportionate to its quick economic development. IMNU is a university for training students as future teachers at primary and middle schools, which has carried out a series of CRC-based activities under a variety of programs.

Sida-sponsored IMNU Programs

Sponsored by Sida (Swedish International Development Co-operation Agency) and operated by Lund University, the advanced international training program “Child Rights, Classroom and School Management” was aiming to protect child rights and improve awareness and ability of participation in classroom and school activities in developing countries. There were two batches per year according to the training program, and in each batch there were three participants, all of whom were selected from ten developing countries. The duration for each batch was around one and a half year, consisting of five phases.

Phase I	a two-month preparation at home country
Phase II	It takes place in Sweden for about three and a half weeks, learning child rights, teaching and learning and leadership combined with study-visits to different schools and Sida. A project for change which should have a high degree of practical relevance for the participants and their home organizations, will be identified, planned and decided during the stay in Sweden.
Phase III	lasts for about five months at home country implementing the project
Phase IV	a two-week seminar for the same batches discussing implementation of the project and visiting local education institutions and schools.
Phase V	Continue to implement the project until final report is done. Mentors will visit the batch's home country, supervising the implementation of the project and advising on the final project.

Sida sponsored all the training, international travel airfare and lodging. Participants himself only needs to pay visa costs. Since 2003, 21 batches have been selected and more than 600 participants have got trained in the program.

Most of China's participants come from Inner Mongolia. Until now, 34 Inner Mongolia participants, including 11 teachers from IMNU, have taken part in it in 13 batches. As a Batch 1, Sun Baijun, former deputy director of Basic Education Division of Inner Mongolia Education Department, introduced the program into Inner Mongolia. In 2009, with the support of leaders in Inner Mongolia Education Department and IMNU, Wu Haiyan, former director SFL at IMNU, participated in the program, turning a new page of participation of the program. As a Batch 11,

Director Wu Haiyan took part in the intensive training in Sweden, did a progress report in Ethiopia, and completed a final report called *Promoting Students' Participation in Schools at Different Levels in Inner Mongolia*. Since 2011, 11 teachers from School of Foreign Languages at IMNU, have participated in then training program (as shown in Table 1):

Batch	Participant(s)	Time of participation	Training venue	Progress workshop venue	Project title
11	Wu Haiyan	September, 2009	Lund University, Sweden	Ethiopia	Promoting Students' Participation in Schools at Different Levels in Inner Mongolia
14	Narisu & Chen Jiangang	May, 2011	Lund University, Sweden	Malawi	Implementation of CRC-Based Teacher Training Program in IMNU and TVC, Inner Mongolia,
16	He Zhiying & Wei Jianqiang	May, 2012	Lund University, Sweden	South Africa	Raise the awareness on CRC by producing teaching materials focusing on protection and participation to teachers and students at IMNU and TVC
17	Wu Xiaochun & Guo Xuelin	September, 2012	Lund University, Sweden	Sri Lanka	A follow-up on the previous CRC change projects in Inner Mongolia - to form a network of teacher trainers for the implementation of CRC
19	Su Rina	September, 2013	Lund University, Sweden	Zambia	Implementing Participatory Approach to Enhance Students' Participation in English Classes: A Pilot Study in No. 19 Middle School in Hohhot City of China
20	Wuyungaowa & Sun Xiaorui	May, 2014	Lund University, Sweden	India	Developing a Manual of Rights-Based Participatory Approach for English as a Foreign Language teaching and learning at Teacher Training Universities
21	Zhang Yu	September, 2014	Lund University, Sweden	Indonesia	After the Big Bang: A Module to Prepare Pre-Service Teacher Trainers for Future Practice in CRC Education

IMNU Activities

Teachers from IMNU's Foreign Languages School have participated in individual projects actively, with excellent language skills and strong sense of responsibility as a teacher from a teacher's college. They take a leading role in their projects and carry out different project activities. They not only work out and implement Sida-sponsored project plans but also complete final reports successfully and pass Swedish follow-up assessments.

Specifically, change agents have trained undergraduates and postgraduates in child rights protection actively, which has increased child rights protection awareness significantly and laid a good foundation for their teaching practice. Employing the chance of the national in-service teacher training program, change agents offered a

course *Child Rights Protection and Foreign Language Teaching* in the in-serve teachers' training curriculum, to increase their child rights protection awareness. The teacher trainers at IMNU, like Professor Wu Haiyan, Narisu, Wuyungaowa, He Zhiying and others also began to teach the pre-service teachers with participatory approach and discuss its organization and management, who have integrated child rights protection ideas into undergraduate and graduate courses of teaching methodology, which strengthened the students' child rights protection awareness for their future teaching. Besides giving lectures on child rights protection by themselves, change agents also make use of mentors' follow-up visit to invite them to give students lectures on child rights protection and school education. Besides, teacher trainers such as Narisu and He Zhiying applied for IMNU public optional courses on *Child Rights Protection and Classroom Teaching*, got approved and started teaching from the semester in 2013.

Along with the above-mentioned educational practice, IMNU change agents also made use of the network of Inner Mongolia change agents to hold the Regional Network Meetings on *Implementation of CRC-Based Teacher Training in Inner Mongolia* in 2013 and 2016. Seventeen change agents from Inner Mongolia Education Department, Inner Mongolia Normal University, Tongliao Vocational College (TVC), Chifeng University and Hulunbeir College exchanged experience, shared resources, and discuss the sustainable development of CRC-based teacher training.

IMNU Case

Courses

At IMNU, the English major students were the first CRC trainees. Before their teaching practice, a number of basic articles of CRC, especially on protection and participation of children were provided as the introductory stage. After that, the following questions were given for them to think about and for the future discussion:

- What is the definition of the child?
- Why do you think children need to be protected?
- In what circumstances do you think children need to be protected?
- Do you think children need to participate in the matters related to them? If yes, why?
- How do you feel if you can participate in solving a problem in your school?

Besides questions, lectures on CRC were given, covering the following topics:

- What is CRC all about?
- What is the child?
- What rights do you think children have?
- What rights do children enjoy according to CRC?
- What is participation about?
- Why do you think children need participation?
- In what areas of children's lives can participation be applied to?

Given that most of the students are not familiar with the CRC, the trainers (change agents) reiterated it and tried to relate it to the trainees' (pre-service teachers) own childhood experience so that they can understand the CRC-related principles from the perspective of the children.

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

As for "What rights do you think children should have", students were quite active in expressing their own ideas. Since some articles from CRC were listed, the students looked excited when they found their ideas were similar to the official CRC documents and their interests were raised and did not feel that CRC was something far away from them.

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

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

Except giving lectures, a brief meeting with the target group of students was held to discuss how they can implement participation and protection during their four months'

internship at the local schools. Students were encouraged to implement the CRC during their internship in their classrooms and to talk about CRC with their colleagues. They were suggested to wear the “child rights glasses” to observe the real life situation in classroom and school.

After training, students were more familiar with CRC and its related issues. They actively applied what they have learned to practice. For instance, a CRC poster was made by the target group of students and shown at the Teaching Building for a month. On the poster the students give a brief introduction about CRC and list some examples concerning child rights in our daily life. They try to raise the readers’ interests and awareness by posting some pictures they collect. By making the poster, the target group of students got better understanding of CRC. What’s more, some students made their social investigation reports on child rights issues. By writing the report they had a better knowledge of people’s understanding of child rights and the problems existing at primary or middle schools. And when doing their internship, they were intended to use student-centered teaching approach. As future teachers, they are supposed to concentrate on the situation of child rights by observing and teaching students in the classroom as well as at schools. It is of great value and help to mobilize the students in implementing CRC because as trainees, they will work at schools of the different levels.

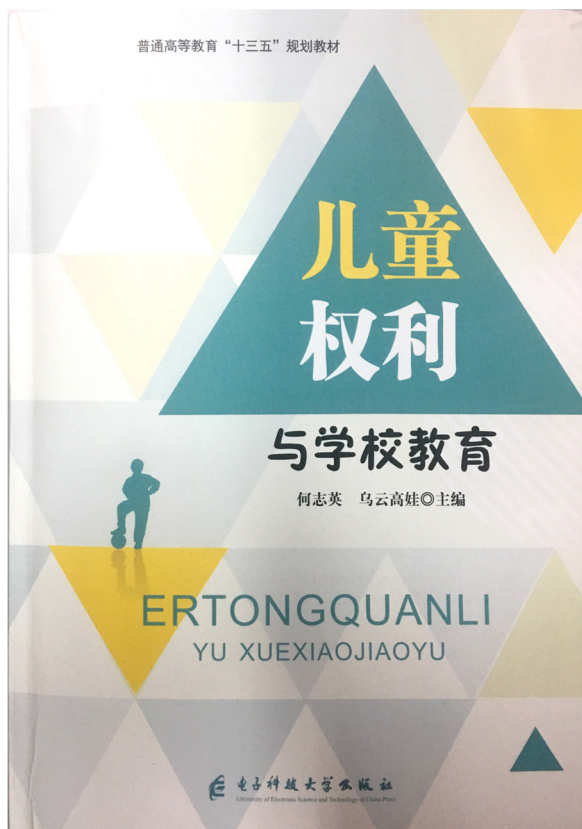
The change agents from IMNU began to integrate CRC-related courses into undergraduate curriculum program in 2015, which was hosted by Narisu as a public optional course called Child Rights Protection and Classroom Teaching. Later on, in 2017, He Zhiying offered another similar general-knowledge course called Child Rights and School Education to students at the school level. Before having classes of the latter course, students were surveyed on their knowledge of child rights. Among 35 students present in class, only one of them knows the age limit of being a child; 26 students haven’t heard of UN’s CRC yet. As to the motivation of choosing this liberal course, eighteen students express their interest in this field, whereas the purpose of other twelve students is only to get credits and five out of recommendation. In view of this, it is a must for them to get familiar with the CRC since they are the would-be teachers at primary and middle schools in the future, and their speech and act will influence children drastically. After a semester’s teaching, it was nice to see that these students from different majors began to be concerned with issues relevant to child rights. They were ready to share their photos taken by themselves and cases collected from media reports showing the violation or observance of child rights. Finally, they successfully explained basic rights and principles of CRC by designing their original posters which were innovative and inspiring.

Posters made by students

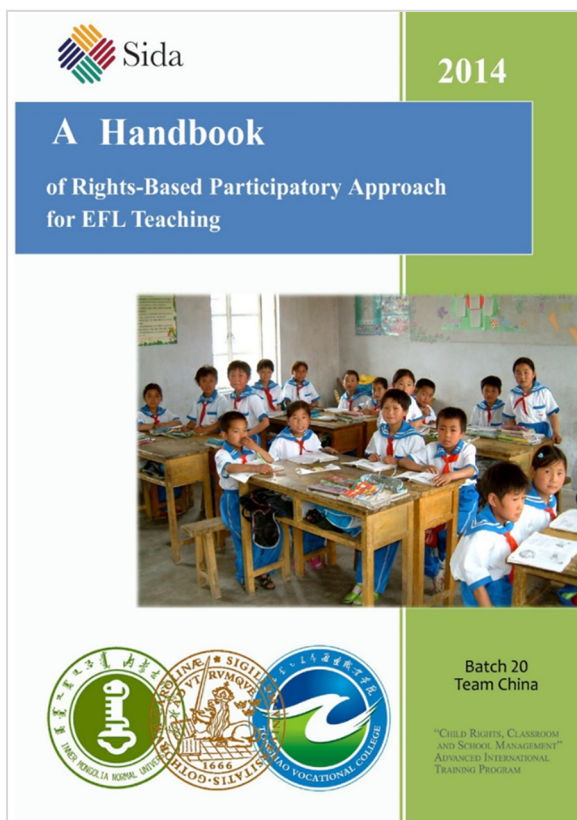


Teaching Materials

Besides offering public optional courses on CRC for students, change agents from IMNU have been busy developing a teaching material on CRC since 2012. Finally, such material titled *Child Rights and School Education*, compiled by He Zhiying and Wuyungaowa, was published in Chinese in April, 2018. It is hoped that this material may be used for regional training programs of pre- and in-service teachers afterwards.



Additionally, Batch 20 of the Sida program (Wuyungaowa and Sun Xiaorui from IMNU, Liu Chang from TVC) developed *A Handbook of Rights-Based Participatory Approach for EFL Teaching*. As mentioned in the project report of Batch 20, CRC change agents in Inner Mongolia have been the pioneers to raise the awareness of participation and implement participation as a classroom principle in EFL teaching and learning, including promoting the students' participation in and out of class, implementing CRC-based training program in Inner Mongolia Normal University (IMNU) and Tongliao Vocational College (TVC), providing university-wide teacher training and teaching materials on CRC at four universities in Inner Mongolia, and enhancing students' participation in EFL classes by using Participatory Approach (PA) in a pilot research in two middle schools in Inner Mongolia. However, there is a lack of systematic instruction to guide the actual implementation of CRC-based PA in the EFL teaching and learning. Therefore, they began to develop the handbook from 2014.



The handbook was developed in order to provide a practical tool for the pre-service teacher trainers and pre-service teacher trainees to understand and implement PA in their future K-12 teaching. It can also be used as a teaching assistant for K-12 EFL teachers. The Participatory Approach is used as the main method in the handbook. To test the feasibility of the handbook, the change agents have done some experiments among EFL pre-service teacher trainers and pre-service teacher trainees in English Departments in IMNU and TVC.

As shown in the following picture, the change agents developed the framework of the handbook, revised it based on the observations in the middle schools, tested part of the framework in the pre-service teachers' classes by collecting feedback from the users and observers, and revised it again.

Handbook framework users self-evaluate their teaching process



Change agents (trainers) observe the process



Feedback from change agents and users



Based on the testing and the feedback, the book still needs more detailed guiding procedures for the readers and needs providing specific examples for the actual textbook contents from the K-12 schools.

Reflections of Change Agents

The Sida Programs and IMNU programs both provided opportunities for the change agents to think of the child and for the child in their curriculum and in the process of enactment of CRC. Chen Jiangan from Batch 14 says that the program does not only made the change agents learn the concepts and methods of child right protection under a global context, but also offered them a sustainable torch of child care. Wuyungaowa from Batch 20 says that as a mother, a teacher and a cultural researcher, she is feeling proud deep in her heart for encountering CRC and its network on her way forward. He Zhiying from Batch 16 points out that to ensure a happy, healthy and safe life for our children, there is tough work ahead and a long way to go for protecting child rights. The change agents agree that it is a lifelong mission with a lot of responsibility that they would like to carry on with their career.

Challenges

CRC related programs from Batch 9 to 17 in IMNU have continued in the form of integrating CRC concepts into teaching for almost ten years. When looking back at the whole process, there is a necessity for all the members from IMNU to reflect on not only the achievements, but also, more importantly, the drawbacks of the whole training for the purpose of further improvement.

Firstly, it is not enough for students to learn CRC related content in either teaching methodology course or a special CRC course. What is more important is that student should be given more opportunities to relate what they have learnt in class about CRC to teaching practice so that these future teachers can really deepen their understanding to guide their action.

Secondly, the form of teaching should be more varied. Lecturing is certainly time saving, and easier to manage, but when the vivid content of CRC related teaching is taken into account, other forms, such as field study, survey should also be included as they can be more motivating, interesting and straightforward.

Thirdly, classroom should not be the only place for students to learn CRC related knowledge. In combination with research from Inner Mongolia Education and Research Center, global CRC platform, more information, content about CRC can be transmitted to students so that they can acquire first-hand information about CRC and ways to integrated CRC content into teaching practice. In addition, when conducting the training, change agents often feel that they need to get update their knowledge, information they have about child rights protection in China. Thus, it is also necessary to encourage change agents to get more involved in research and field study in primary school and middle school, to know more about current situation.

All in all, when reviewing the whole process of training future teachers, the form, content, method of training should be more active, flexible to meet the trainees' needs, to enhance the quality of training.

Way forward

In spite of the obstacles, progress has been made in combination of child rights protection and subject teaching at IMNU. The teacher trainers and curriculum designers are confident and determined to make every possible effort to improve the following aspects of the program. The change agents are intended to continue the CRC-based educational reform in the following ways:

1. Implement the participatory teaching method to transform the education theory into practice.

The plan is to go on the teaching reform group in School of Foreign Languages at IMNU and expand to the other departments, so as to put the participatory teaching methods into practice, create a communicative environment for the students to participate with more motivations in the classroom activities, make progress in pragmatic use of the foreign language to improve the teaching quality in essence. More CRC-based and more caring teachers in Inner Mongolia will be trained in this way.

2. Continue to construct Inner Mongolia Education and Research Center for Child Development and Protection to develop education and scientific research on Child rights protection.

This center was established in 2015 by Inner Mongolia Department of Education and founded at IMNU with Professor Zhang Haifeng — the vice president of IMNU—as the director of the Center, Professor Wu Haiyan—former Dean of School of Foreign Languages of IMNU—as the deputy director of the Center, Inner Mongolia Department of Education and Lund University professors as advising team. The faculty of IMNU will be the major members of the center, with change agents elsewhere, to carry out the relative teaching and scientific research.

3. Maintain the global CRC platform.

With IMNU working on this website, a network of teaching and research on CRC-based participatory approach will be posted and shared. Making use of the online communicative tool such as existing QQ Group of Inner Mongolia CRC Network and the WeChat Group of IMNU CRC Group, IMNU will lead and expand the mission to all the K-12 schools in Inner Mongolia, hoping to contribute to the child development and protection mission in the region.

4. Further cooperation and communication

Change agents at IMNU intend to strengthen the further cooperation and communication between IMNU and Lund University and other regions in the world. Take CRC program as an opportunity, IMNU will cooperate more with Lund University and other higher education institutions and organizations in teaching, scientific research and teacher training, making full use of the global CRC platform, also.

Conclusions

In all, the 15-year influence of the “Child Rights, Classroom and School Management” Advanced International Training Program is still going on. The influence of the CRC program is far-fetching. Researches, either completed or uncompleted, are still needed for the sustainable development of CRC in the teacher training programs or curriculum.

References

- Biggs J B. Teaching design for learning [J]. Teaching for Effective Learning. Sydney: HERDSA, 1990.
- Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy. White Plains, NY: Longman.
- Classroom decision-making = 课堂教学决策 / edited by Michael P. Breen and Andrew Littlejohn. 上海 : Shanghai Foreign Language Education Press, 2002.
- Classroom observation tasks: a resource book for language teachers and trainers / Ruth Wajnryb. Cambridge [England] ; New York : Cambridge University Press, 1992.
- Eggleston J. Teaching design and technology[M]. Buckingham: Open University Press, 1996.
- English for the teachers: a language development course / Mary Spratt. Cambridge; New York: Cambridge University Press, 1994
- Hodgkin, R., Newell, P., & UNICEF. (2007). Implementation handbook for the Convention on the Rights of the Child. New York: UNICEF.
- Leo, Ulf, Alfredsson, Emma, Andersson, Lena, Wangdahl Flinck, Agneta, Rasmusson, Bodil, & Wickenberg, Per. (eds. 2014). Enforcing Child Rights Globally. Lund University, Lund, Sweden.

Perspectives on participation and inclusion: engaging education / edited by Suanne Gibson and Joanna Haynes. London: New York: Continuum, 2009.

Rasmusson, Bodil, Alfredsson, Emma, Andersson, Lena, Leo, Ulf, Flinck, Agneta W. & Wickenberg, Per, (eds. 2016). *Realising child rights in education. Experiences and reflections from the international training program on Child Rights, Classroom and School Management*. Lund: Lund University, Sweden.

Ensuring the Rights of the Children with Autism Spectrum Disorders in Vietnam: Reality, Challenges, and Solutions

*Xuan Hai Nguyen*¹

¹ Faculty of Special Education, Hanoi National University of Education, Vietnam

Corresponding author: haiblackocean@yahoo.co.uk

Key words: Autism Spectrum Disorder (ASD); Disabilities; Family; Policy; Stakeholder, Rights

Introduction

General description of the research problems

According to the United States Centre for Disease Control and Prevention (CDC), the prevalence of persons identified with Autism Spectrum Disorder (ASD) in the USA and other countries is increasing (Jon Baio, EdS et al, 2018).

The Vietnamese National Psychiatric Hospital reports that the number of individuals identified with ASD checking into their hospital has increased annually (e.g., 900 persons in 2008 as compared with 2,200 in 2012) (Yen N.T.H, 2013).

Children with ASD may experience difficulty in learning, establishing social relationships and developing independence, resulting in a decline in quality of life, loss of opportunity to be perceived as valuable resource, and the individual being perceived as a burden on family and society.

In Vietnam, ASD is not officially recognized as a type of disability and therefore, no national survey or child-find activities have been conducted to determine the prevalence of ASD in children in Vietnam. This results in children with ASD having limited access to health, education and suitable care.

General description of the research implementation

Purpose of the research

The overall objective of the study was to identify and describe the current situation for children with ASD in Vietnam through an examination of current policies, practices, and knowledge; identify challenges to the implementation of the rights of children with ASD; and provide recommendations to different stakeholders

Research detailed targets are:

- a. Review of the reality of children with ASD in the four regional areas of Vietnam as Thai Nguyen province, Hanoi city, DakLak province and Hochiminh city which have institutions of caring and educating for children with ASD.
- b. Findings of obstacles or challenges of awareness, actions taken by families, communities and lacks of supporting policies for these stakeholders.
- c. Recommendations of policies and programs of raising awareness to change behaviors and service models of health, education and home caring for children with ASD in practice.

Research questions

a. Legal framework and current policies

Key study questions as 1) What is the knowledge and understanding of authorities, social organizations, schools and families of policies that support the rights of children with ASD? 2) What is the level of implementation and monitoring of the policies and practices for children with ASD? 3) What recommendations for organizations will assist them in ensuring the rights of children with ASD?

b. Awareness, knowledge and skills of stakeholders

Key study questions as 1) What do stakeholders understand about ASD and what are stakeholders' expectations for the care and education of children with ASD? 2) What knowledge and skills are needed to take care of and educate children with ASD in families, schools, and communities? 3) What do stakeholders self-assess as the knowledge and skills required to take care of and effectively educate children with ASD?

c. Activities organized by authorities, organizations and families

Key study questions as 1) Do organizations implement activities for the participation of children with ASD? If so, how frequently? 2) What and how are activities organized to ensure the rights of the child with ASD? 3) What do families do for their own child with ASD? 4) Do organizations develop and share annual reports or evaluations and identify future plans to support children with ASD.

d. Advantages and challenges

Key study questions as 1) What facilitates various stakeholders' ability to accomplish tasks to support children with ASD? 2) What obstacles hinder stakeholders ability to accomplish tasks to support children with ASD? 3) How have stakeholders overcome obstacles to support children with ASD?

Theoretical framework

a. Definition of ASD

ASD is a developmental disability defined by diagnostic criteria that include deficits in social communication and social interaction, and the presence of restricted, repetitive patterns of behavior, interests, or activities that can persist throughout life (Jon Baio, EdS et al, 2018).

ASD, *Specify if*: Associated with a known medical or genetic condition or environmental factor; Associated with another neurodevelopmental, mental or behavioral disorder; *Specify if* current severity met Criterion A and Criterion B: Requiring very substantial support, Requiring substantial support, Requiring support; *Specify if*: With or without accompanying impairment, With catatonia (use additional code 293.89 [F06.1] (DSM-5, Fifth Edition. Washington D.C, 2013).

Reviews of the literature generally conclude that the term – governance – is used in a variety of ways and has a variety of meanings (Rhodes, 1996; Stoker, 1997; Gerry

Stoker, 1998). So the term of governance in the field of ensuring the Rights of the Children with ASD is also used in a concrete, suitable context of Vietnam.

The Convention on the Rights of the Child in the 1990 UN and the Rights of Children with Disabilities, including ASD, are articulated and ratified by Vietnam in February 20th, 1990 - as the first country or state in Asia and the second one in the world and the Convention on the Rights of Persons with Disabilities in the 2006 UN ratified in 2014 by Vietnam.

According to the Law on Persons with Disabilities of Vietnam (Law N^o 51/2010/QH12, 2010) a person with a disability is defined as a man with an impairment of one or more parts of their body, or of functional performance, which are shown in different forms of disabilities, and may cause difficulties in work, daily life and learning. The Law recognizes *6 basic types of disabilities*: (i) Physical disability; (ii) Hearing and speaking disability; (iii) Visual disability; (iv) Mental and psychiatric disability; (v) Intellectual disability; (vi) Other disabilities (DSM-5, 2013).

b. Assessments of research results on education for children with ASD in Vietnam

As for a research named: “*An Overview to Research Results on Education for Children with Autism Spectrum Disorder in Vietnam*” (Hai N.X, Hang N.T.T, 2017), researchers on education for children with ADS have been doing for about 10 years recently by different scientists with some research trends as: 1) how to identify a child with ASD; 2) theoretical issues, models of caring and educating children with ASD; 3) assessments and strategies to intervene, do therapies and educate children with ASD; 4) reality of the needs of children with ADS and other related stakeholders. Some key points of the overview to research results:

Issues done:

- a. Research trends are clarified with evidences by educational scientists and practitioners in identification, therapy and education that create theoretical and practical bases for caring and educating of children with ASD in Vietnam.
- b. The results focuses on identification, early intervention, education as well as these models for children with ASD under six years old. Early identification and intervention will be a so good base to ensure the success of the next steps for them in older ages and higher levels of education.
- c. Many tools of identification or assessments have been adapted into Vietnamese practice settings that are used accordingly with making individual education

plan of children with ASD. Besides, many researches have been done on how to improve individual developments. Activities of interventions and educations for these children are not only from the practical but also the scientific perspectives.

- d. Some researches have been focused on standards of competency and development of competency based on these standards for the staff in the field of therapy and early intervention education for children with ASD as well as criteria of school or institution's conditions on facilities, equipments, etc.

However, some issues need to be continued to focus researching as:

- a. A few researches have been done to assess the abilities, needs of therapy, intervention and inclusive education of children with ASD. Often, these researches have directly met the families's needs on their children. So researches on assessment of children with ASD's abilities and needs should not meet only directly for the families but also for the other stakeholders'.
- b. Researches have just focused on and for children with ASD at the age of under six year olds and special centers or schools and these are regarded as coincidence with the goals of education for children at kindergarten. However, researches haven't done on theory and models of education for children with ASD at the older ages or higher levels of education.
- c. Although, some researches have been doing which create premises to develop and promote policies for children with disabilities in general and ASD in particular, but officially no one on policy to promote for children with ASD in governmental sectors and social civil organizations.
- d. No researches has been done on activities of propaganda on raising awareness of autism to scratch out obstacles and support for children with ASD include and have a better lives in society by communities, social organizations. Activities of Vietnam Autism Networking look like as a self link to look for information and resources and get no official guidelines from the government or professional experts.

Methodology

The study was conducted in the four regional areas of Vietnam as Thai Nguyen province, Hanoi city, DakLak province and Hochiminh city in 2016.

Two hundred stakeholders employed in provincial departments of education, health, social affairs, hospitals, resource centres and pre and primary schools as well as family members and children were surveyed as the table below:

ees of the 04 research sites

h sites	Provincial Dept. of Education	Provincial Dept of Labor	Provincial Dept of Helth	Central Dept of Protection for Children	Hospitals	Resource Center	Pre and primary schools	Club of Parents with Children with ASD	Certificat Committ
minh city	2	2	1		1	6	25	10	2
ak Province	2	3	2			16	27	14	1
guyen Province	3	2	2				21	8	2
city	3	3	2	2	8		24	5	1
	10	10	7	2	9	22	97	37	6

The study requires integrated approaches between methods of gathering quantitative data and the qualitative one. The quantitative data is collected from statistic of the provinces (provincial and districts departments of education and training, schools, centres) and the qualitative one is from direct interviews, observations of the sites. The collected data will be analyzed by experts and getting from other advisors in the field.

Activities of data collection:

- Data on children with ASD at the study sites from statistic of the provinces was gathered.
- Small focus-group discussions were held with the educational leaders of provinces, districts, schools and centres; teachers; parents of children with ASD; members of community; commune committee of certificate approval of children with disability
- In depth interviews were conducted in focus-group discussions.
- Participative observation: participate as a member into the workshop or interview to accurate the data to say here.
- House-to-house identification of children with ASD occurred.

Challenges of the study

- *Time limited:* The study was implemented for 03 months with the focus on gathering qualitative data, directly conducting field study activities.
- *The study sites were limited:* the study occurred in two provinces and the number of participants was just two hundred.

Results and discussions

Legal framework, current policies in Vietnam for children with disabilities as well as for children with ASD as a type of disability

a. Vietnamese Government commitments to the world

Vietnamese Government has had many commitments to international community on education as:

- *International Convention on the Rights of the Child* which Vietnam was the first country in Asia and the second one in the world to sign and commit to implement it in 1991.
- World Declaration on Education for All in 1990 with the statement: “All the people – children, youths, grown ups must benefit educational opportunity to meet their basic needs of learning”. The world forum in Dakar, 2000, had a Dakar Framework with six goals, of which goal 2 stated as: *Up to 2015, all the children, especially girls, ones in disadvantaged circumstances and ethnicities ensure to access and complete free primary education with high quality.*

Millennium Declaration of United Nations with eight goals of which the two related to education and goal 2 stated as: Up to 2015, all the children at anywhere, including boys and girls are ensured to complete primary education; and goal 3: all the inequality of genders are removed at primary and lower secondary education before 2005 and at all the other education level before 2015.

- International Convention on the Rights of the Persons with Disabilities was signed in 2007 by the Vietnamese Government and clarified in November, 2014 by the Vietnamese Congress.

The commitments on the rights of the child, the rights of the persons with disabilities by the Vietnamese governments to the world community are regarded basic resources to develop and implement policies on ensuring the rights of children and of the persons with disabilities in Vietnam.

b. Passed legal documents passed by the Vietnamese Government

As for the commitments to the world community, Vietnamese government have passed variety of regulations and made them into force in practice. About over 60 legal documents are on these issues from central to ministerial levels. Some of the important ones are: Law on Persons with Disabilities N^o51/2010 dated June 17th, 2010 by the

Congress 12 on the rights and responsibilities of persons with disabilities; accountabilities of the government, families and society to persons with disabilities; Decree N^o28/2012 dated April 4th, 2012 by the Government on detailed regulations on guidelines to the implementation of some articles of the Law on Persons with Disabilities on policies of subsidances and priorities for teacher, educational manager, education support staff for persons with disabilities; Joint Circular N^o42/2013 dated December 31st, 2013 by the Ministry of Education and Training, Ministry of Labor on Regulations of Education for Persons with Disabilities; Resolution N^o84/2014 dated November 28th, 2014 by the Congress on Clarification of the International Convention on the Rights of the Persons with Disabilities; Cicular N^o03/2018 dated January 29th, 2018 by the Ministry of Education and Training on Regualtions of Inclusive Education for Persons with Disabilities; Decision N^o 338/2018 dated January 30th, 2018 by the Ministry of Education and Training on the Plan of Education for Persons with Disabilities phase 2018-2020; etc.

c. Discussions on effectiveness and affectiveness of the poilicies in practices

Good points

- At the survey time, some provicial departments have statistic data on children with ASD under 6, 6-11 and 11-16 years old. However, the data is from number of children with ASD getting therapy and learning in some special institutions of the province. They are called with the name of autism but not officially by professional offices.

Examples:

Dak Lak Provincial Department of Education and Training have statistic data on children with disabilities, of which have number of whose with ASD as at the school years of 2016-2017: 106 from 1.746 children with disabilities learning at primary and lower secondary schools; 19 from 356 children with disabilities in the whole province.

Thai Nguyen Provincial Department of Education and Training have statistic data on children with disabilities but no officially on children with ASD. However, as for the reports, there are 52 children with ASD learning at inclusive kindergartens and 28 ones at the provincial resource center. And a research report by Thai Nguyen University of Medicine, about 0.45% children with ASD make up from a sample with total of 7.000 children at the same age.

- Provincial sectors have been trying to make poilicies into force for persons with disabilities as well as other related stakeholders. Provincial departments of labor

have conducted short course training on regulations of persons with disabilities for their staff in districts, communes.

- Sectors have started to pay attentions to activities of caring and educating for children with ASD as sending their staff to get further trainings on the field; some parents also get trainings on taking care and life skills for their children with disabilities, especially profound ones; do propadanga of policies and support legally for persons with disabilities and their families; some children with ASD have been getting interventions, therapies and learning inclusively at schools or institutions of rehalibitations.
- It's as first steps of the collaboration between sectors in implementing of support persons with disabilities, including ones with ASD.

Example, Hochiminh Department of Labor was in cooperation with Department of Education and Training to carry out activities of inclusive education as campings, outside playings, visits of interests, etc; with the Department of Health to organize training courses for community members on supporting persons with disabilities; do monitorings to institutions un der management of the department of labor; with the Department of Culture and Sprorts to conduct sport events with the participation of persons with disabilities; etc.

Provincial departments of labor have diretions to set up pilot centers of social security for persons with ASD. They would be in cooperation with departments of education and training to take care and support the poor families of mind children with ASD. Provincial departments of education and training have been trying to establish resource center at provicial level an also pay much attentions to children with ASD.

Challenges

- Law on Persons with Disabilities of Vietnam have a classification of six types of disabilities, but not for children with ASD. As the results, children with disabilities have no allowances and governmental organizations can't do any thing with the regulations of supporting for them.
- The cooperation between sectors is considered as ineffectiveness because each sector just focuses on their own accountability. No connection between provicial department of health with hospitals was recognized in assessment, therapy, intervention for children with disabilities and ones with ASD. These jobs are under management of hospitals.

- As the regulations, identification and approval for the child with disabilities have been done by the commune committee but most of them are not qualified enough to take their responsibility.

d. Overview to regulations of education for persons with disabilities and their effectiveness in practices

Achievements:

Regulations for children/persons with disabilities are quite enough to set the good base to implement the rights of persons with disabilities in practice as:

- 1) Systematic, continuous and full policies have been passed and enacted in the practice;
- 2) Access to international trends in developing policies for persons with disabilities to make the commitments with the world community into force of Vietnam;
- 3) Action plans have been implemented with more and more resources step by step. Strategies, national schemes and guidelines by ministerial sectors have been more and more effective in practices of the country.

Some limited points:

- 1) Written language of the regulations is not strong enough to raise the rights of persons with disabilities as “the government will create opportunities for”, or “children with disabilities have learning ability”, etc.
- 2) Regulations without punishment mechanism to take the accountabilities of stakeholders in the ensuring the learning rights of persons with disabilities.
- 3) Plans, directions and guidelines of ministerial sectors are not in line, mainly focused on some direct departments of the job related to persons with disabilities, like ministry of labor, ministry of education and training.
- 4) Autism becomes more and more popular and recognized by variety of stakeholders but not in the list of the Law on Persons with Disabilities. As results, children with ASD and their related as parents, teachers have no subsidized supports as regulations for persons with disabilities in general.
- 5) there are many obstacles to implement the rights of the persons with disabilities as well as ones with ASD: 1) parents are not aware enough of the rights to get education of children with ASD; 2) school teachers haven't received guidelines

and provided resources and basic services to support inclusive education; 3) communities, social mass organizations haven't actively participated into monitoring and raising children with disabilities' voices of policies' implementation.

Awareness, knowledge and skills in caring, educating for children with ASD of different stakeholders

a. Awareness of stakeholders on autism and children with ASD

A significant change in stakeholders' awareness of social communities and the other related towards autism and children with ASD as:

- Autism and children with ASD are recognized by authorities, members of different sectors, teachers, schools, etc. Institutions have received children with disabilities and ones with ASD to do the assessments, interventions and education for them, so that, they can be able to develop, involve in learning at schools and participate into activities of society, schools and communities.

Example, as for a report by Hochiminh city Department of Education and Training, about 638 children with disabilities, of which are mainly ones with ASD are learning at schools and 182 children with ASD are learning in special schools or special institutions in Hochiminh city.

Hospital N0 for Children of Hochiminh city receives annually about 9.000 turns of diseased children, of which about 3.000 turns of children with ASD, it takes account about 1.000-1.200 children with disability per year.

As for statistical data by Central Hospital for Children in Hanoi city, about 3.000 turns in 2011, 3.800 turns in 2012, 4.000 turns in 2013, 2.600 turns in 2014 and 2.400 turns in 2015 of children with psychological symptoms and autism had been checked up in the hospital, of which, about 3.6% needed to check up for ASD.

- Parents of children with ASD get understandings on how to find out right places to support and advice them once they recognize some abnormal symptoms on speaking, communication and behaviors of their children.

As for Psychiatric Department of Central Hospital for Children in Hanoi city, percentage of children with symptoms of ASD to the hospital for checking up at the age of under 2 years old had been increased from 0.4% in 2011 to 2.0% in 2015.

- Professional in different field as teacher, staff of rehabilitation, doctors, social workers, etc have been aware of autism and children with ASD in modernized society as well as in a developing country like Vietnam. All of them have been trying their best to raise awareness for the others on the problems of autism and the rights of the children with ASD.

However, there is still much lack of right awareness on autism, children with ASD and the rights of the child with ASD

- Disabilities in general and ASD in particular have still been seen as the results of ancestor behaviors so these children and their families haven't received community's tolerance and undiscrimination from communities.
- Many families have hopeless to the development of their children with ASD as well as a better future of their children. So that, they just take their children to school and consider schools as a place for keeping their children during the time working day as well as they refuse to get guidelines from schools to take care their children at home in line with these in schools.
- Some from school teachers, members of families, especially from sectors of labor and health show opinions towards special institutions are more suitable for children with disabilities and for ones with ASD, inclusive schools don't support the development of these children or autism is just responsibility of the health. Some school teachers and principals even refuse children with disabilities to participate into learning at their schools.

As for the point of view from this research group, autism needs to recognize, identify and get early intervention as soon as possible. The right time to do these is the child is under six years old and the early intervention needs to be in combination with participate into inclusive schools. Once, a child is assessed by the hospital, he/she need to get education at school.

- It's a better way for teacher to have right behaviors with parents of children with ASD than they often complain about the child's problems at school. Teacher is also to change their attitudes towards the strength of the child so that they can think and use the right ways to meet the needs of the child, even he/she is disable or not:

One child with intellectual disability named N.C.T, 10 years old, learning at grade 3 of a primary school. He just likes sitting alone and sleeping nearly all the learning time. He is arranged to sit alone with his own table at the back of the classroom. When we take part into the lesson, the teacher calls him and asks him to read words "go around",

but he can't read clearly and fluently as expected then all the classmates and the teacher laugh loudly. Some minutes later, the teacher asks him again to read an other sentence in the book and written on the black board, but he said: "I don't know how to read" eventhough he can do the job.

b. Knowledge and skills of stakeholders on caring and education for children with ASD

Achievements:

- Most of teachers, staff of health, doctors who are working in special schools or centers, resource centers, have got trainings on knowledge and skills of caring and educating for children with ASD from internal and external experts in the field. Some social workers from centers of social security, nurses from hospitals also have got these type of trainings.
- Special institutions/centers, resource centers, hospital have used checklists, assessment tools to assess, do therapy and intervene children with ASD and also guide parents of children with ASD as M-CHAT, Denver, SACS, PEP-R và Vineland, TEACCH, ABA,...

Department of Pshychology – Hospital for Children N01 in Hochiminh city has four general dotors, two psychological doctors, one special teacher and one social worker. The department has materials, books, video clips to guide stakeholders once the child is identified t to have some problems with language or social communication or psychaetrics.

After the child assessed, parents will be provided first guidelines at the hospital and places, lists of schools, institutions that they can take their children to for learning. Besides, the department conducts some short training courses on how to deal with autism of the children about two days per time, two months per time with about 50-70 parents in total of each time. The department also organizes a class called: "Active Disciplinary Class" on children with problems of behaviors, two months per time with about 20-30 parents in total of each time.

Courses above can be named as "basic trainings", after the hospital will select 15 parents from the basic trained and provide more deep trainings and involve them into community activities. As the results, the child can get supports from trained parents and social workers at home.

- Some parents are actively to manage their time, money to get more understandings about ASD, how to take care of, intervene and educate

children with ASD in schools, special institutions and continue supporting their children at home.

Some limited points:

- Not all teachers of inclusive schools have received trainings on ASD and educating children with ASD. Knowledge and skills of ASD has just been included into the general contents of training courses for children with disabilities. So teachers haven't been qualified enough to deal with issues of children with ASD at schools, they often get more knowledge in the field by the ways of working directly with the children, sharing in staff, exploring on the internet, etc.

Take part into and observe some lessons at kindergartens and primary inclusive schools of the research sites, the research group realized that, children with ASD haven't got individual early intervention plan (in kindergarten) or individual education plan (in primary inclusive school); teaching plans haven't designed as requirements of an inclusive teaching plan sample; the limitations of using methods, strategies, especially skills communication or interaction with children with ASD in the classrooms.

- The term of Autism Spectrum Disorder - ASD has not even been used in the correct way by some members of the commune committee of certification of disabilities. Sometimes, the term were called "a disease".
- Quality of inclusive education for children with ASD is not as good as expectation of families, schools and communities. Teachers often apply knowledge and skills in their teaching for children with special needs than these for a specific child with ASD.
- Governmental resources are not only for education of children with disabilities but also of children with ASD so limited, most of the activities on professional trainings have been provided by non-governmental and international organizations which have bases in Vietnam.

Activities implemented by authorities, organizations and families to ensure the rights of the children with ASD as a type of disability

- Commune Committee of Certification of Disabilities has tried their best to provide certificates for children with disabilities and ones with ASD.

+ *Some data as:*

95 persons with disabilities provided certificates, of which, 37 children with disabilities in Phan Dinh Phung Commune, Thai Nguyen province.

100.0% (20/20) children with disabilities are provided certificates in ward 8, district 8, hochiminh city, but no one for children with ASD with the reasons of lack governmental regulations on this issue.

Only one child with ASD got the certificate in Tan An ward, Buon Me Thuat city, Dak Lak province but as labelled of intellectual disabilities. So only case with ASD of the four provinces in the research sites has certificate.

+ *Flexibility of providing certificates for children with disabilities*

One staff of labor department in commune showed her opinions as: “to provide certificates for persons with disabilities doesn’t need to base on type of disability, it should be just only by the evidences of symptoms of the child, but certificate for the child with ASD must be under the name of intellectual or other disability”.

Committee of Certification of Disabilities in Phan Dinh Phung Commune, Thai Nguyen province had paid some visits to families of 2-3 children with profound disabilities, then the committee provided certificates for these 3 children.

- Local governments, schools and centers, organizations have organized social and educational activities for children with disabilities as well as for children with ASD as: Annual Children’s Tet on June 1st, Tet of Mid Lunar August, Lunar Tet Holiday, etc. They have also been in cooperation to mobilize funds from local bussinesses, organizations, donors and present for children with disabilities as school bags, books, clothes, wheel chairs, bicycles, etc.
- Local Family of ASD’s Clubs, Vietnam Autism Network have actively participated into conducting activities of raising awareness for stakeholders, mobilizing resources to support children with ASD and their families, sharing knowledge and skills on caring and educationg children with ASD.
- Some cases have showed typically trials to overcome difficulties in lives to take care their children with ASD:

A mother named T.N.U from Ha Tien Town, Kien Giang province has a twin boys, T.H.T and T.Q.D – 5 years old. She was used to be a director of Ha Tien town department of labor – an important position in the field of labor and of the province.

At the age of 33 months old, the mother came to Hospital for Children N01 in Hochiminh city to get 3 days training course on how to take care small children and was provided some guideline books on this issue. Later, she recognized some symptoms of the two children were similar as discriptions in the books.

Once, she quited her job and took all her two children to Hochiminh city. She has taken her two children to go to schools and center to get therapies since then.

Now, two children are learning in Khai Tri special school of Hochiminh city and receiving tharapies one time per week in the resource center of Hochiminh city and also one time per week by special teacher from the resource center at home.

At present, two children can jump with both of the two legs, walk up climbs step by step, start speaking some words and eye interactions for about 6 seconds, turn back the head when called and more and more understand oral language.

However, two children have some difficulties in sleeping as it takes long time for them to get sleep, they often sleep deeply for 11:00pm to 3:00am in the next morining, then they can be able to continue sleep after 5:00 am and this only happens for 3 nights of a week. For the rest time of the week, they just get sleep from 11:00pm up to 1:00am, then continue after 3:00am. During waken time, they often shout, jump around in the room or cry, etc. The mother doesn't dare to take unconciuous medicine for her children.

Wishes of the family:

For the first beginning of two children with recognitions of ASD, the family felt so confused with informations as classification of ASD, places to take children there, got no right person to advice, etc. Some of the families got the wrong information and took their children back to the families in the countrysides which often have no services for this problem. So, families need providing official information of the service then have the right decision for their children.

Professionals in the field of caring and educating for children with disabilities and ones with ASD should provide detailed guidelines for families to support their children at home.

Social community should understand ASD, especially abnormal behaviors of children with ASD that are not because of from outside, in fact from inside of the child, share difficulties of the child and not prejudice to children with ASD and their families.

Children with ASD should get more attentions and supports from the governments and organizations. Besides, families of children with ASD should be in a very close link

together to share all the knowledge, experiences in caring and educating for children with ASD

The mother wishes she will continue living in Hochiminh city to take her two children to go to school until their children are already grown up.

Advantages and disadvantages to meet the needs of caring, education and implementation in ensuring the rights of the child with ASD as a type of disability

a. Advantages

- A better awareness and understandings of community, authorities, organizations and other stakeholders as well as families of children with ASD about ASD, children ASD and their rights and all of them have been trying to look for the best ways to meet better the needs of children with ASD.
- A complete regulations in the field to make valid bases to implement the rights of the children with disabilities and ones with ASD. Provincial departments and local governments show their positive attitudes to legalize regulations into action plans/programs to meet effectively the needs of caring, education and implementation of the rights of the children with disabilities and ones with ASD.
- Special institutions/centers, local resource centers, etc have received more and more number of children with ASD for assessment, intervention and education. Staff of these institutions are more and more qualified to meet the needs of children with ASD and their families.
- Local Family of ASD's Clubs have been established and functioned in many provinces of Vietnam which promote a sharing community of families of ASD, and they can together do many activities to raise persons with ASD's voice to society and partly to ensure the rights of the children with ASD as a type of disability.
- Many good mirrors of parents of children with ASD show their best trials to overcome difficulties, are eager for information, knowledge and methods of ASD in order to make a better life and inclusion for children with ASD.

b. Disadvantages

- ASD and children with ASD have been recognized by some researches and practices in recent years in Vietnam. However, the term is not officially listed as disability in regulations and makes difficulties for sectors to implement support policies as well as to ensure the rights of the children with ASD.
- First children with ASD get no individual early intervention or education plan in schools and as results, they don't receive any specific caring, teaching methods in learning and participating in school's activities.
- Training programs of ASD haven't designed and carried out in universities and colleges of medicine. Doctors who are working in the field of ASD just because get self trainings or take part in some short courses in theory or professional practices.
- Special institutions/centers, local resource centers, etc (both public and private) are considered as unqualified enough to be a network and provide facilities, equipments, finance and technics to ensure of meeting the needs of all children with disabilities and ones with ASD in locals, especially in mountainous and remote areas.
- The participation of governmental departments is not strong enough, top to down mechanism of management is still a big obstacle in the field.

Key findings and recommendations as conclusions

Key findings in summary

- a. Although descriptions of ASD haven't been fully understood, there is awareness of and knowledge about people with ASD and organizations and other stakeholders involved with individuals with ASD.
- b. The knowledge and skills of implementators is limited resulting in fewer children with ASD being identified early and provided with intervention and education.
- c. Official data identifying children with ASD cannot be provided as ASD is not recognized as a disability. However, some children with ASD have been provided certificates, allowing them to receive services and an education, by

commune committees who identify them as having an intellectual or other type of disability.

- d. Most children with ASD and their teachers haven't been provided existing information about supports, regulations, and policies.
- e. Human resources for meeting the needs of children with ASD are limited. Teachers and others often gain information themselves from television, Internet, outside experts, and their own experiences.
- f. Some information related to supports for children with ASD are provided by Local Children's Clubs attended by children with ASD and the Vietnam Autistic Networks.
- g. Assessment, intervention, and consultation mainly occurs in special institutions, hospitals and resource centres.
- h. Some families have been able to support their child with ASD resulting in better life outcomes. Other families send their children to institutions.
- i. Networking among organizations to support children with ASD by Clubs of Children with ASD's families is firmly established and a variety of activities to mobilize the participation of stakeholders to support children with ASD and their families occurs.
- j. The role of governmental organizations in supporting individuals with ASD and their families is not clearly articulated or understood. Collaboration and communication among governmental departments is weak.

Recommendations

a. To stakeholders at the research sites

- Strong communication and cooperation between stakeholders and with children with ASD's families is essential to make a joint plan of organizing social activities, improving quality of human resource and to meet better the needs of children with ASD.
- Resources in communities should be mobilized more actively to care for and educate children with ASD.
- Legal documents related to the care and education of children with disabilities, including ASD must be enacted and publicized in practices.

- Early identification, intervention, and inclusive education for children with ASD currently in institutions need to be promoted. Besides, knowledge and skills on care, education, and benefits of inclusive education should provide to family members.
- Cooperation among organizations of and for persons with disabilities and children with ASD must be strengthened.

b. To stakeholders at national level

- Person-first language should be used. A child with ASD should be referred to as a child with autism and named in the legal documents so that it will be considered as a base for related sectors to implement support policies as well as the rights of the child with ASD.
- Implement a national survey to discover the prevalence of ASD and develop national policies and human resources for caring and educating children with ASD,
- Develop checklists for different stakeholders to use in practice and publicize documents on identification, early intervention, and education for children with ASD.
- Develop licensure criteria for professional positions who working in health, education, and social work.
- Clarify and publicize the roles of different sectors and the need for close cooperation and shared responsibilities

References

- [1] American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*, Fifth Edition. Washington D.C, 2013.
- [2] Congress of Socialist Republic of Vietnam. *Law N^o51 on Persons with Disabilities*. Hanoi, Vietnam 2010.
- [3] Congress of Socialist Republic of Vietnam. *Law of Children of Vietnam*, Hanoi, Vietnam, 2016.
- [4] Gerry Stoker. Governance as Theory: Five Propositions. *International Social Science Journal*, <https://doi.org/10.1111/1468-2451.00106>, 1998.

- [5] Jon Baio, EdS et al. Prevalence of Autism Spectrum Disorder Among Children Aged 8 Years - Autism and Developmental Disabilities. *Monitoring Network, 11 Sites, United States, 2014*, April 27, 2018 / 67(6); 1-23.
- [6] Oliver E. Williamson. *The Mechanisms of Governance*. Oxford University Press, 1996.
- [7] Rhodes, R. A. W. *Understanding Governance: Policy Networks, Governance and Accountability*. Buckingham: Open University Press, 1997.
- [8] Yen N.T.H. *Autism – Theoretical and Practical Issues*. Publishing House of University of Education, Hanoi, 2013.
- [9] United Nations. *The United Nations Convention on the Rights of the Child*. UNICEF, 1990.
- [10] United Nations. *The United Nations Convention on the Rights of the Persons with Disabilities*. United Nations – Disability, Department of Economic and Social Affairs, 2006.
- [11] Hai N.X, Hang N.T.T (2017). An Overview to Research Results on Education for Children with Autism Spectrum Disorder in Vietnam, *HNUE Journal of Science*, ISSN 2354-1075, Volume 62 Issue 6, pp31-40.

Discipline Through Collective Co-parenting: Case of Mothers' Day Rights-based Participation Activities at Kapkoiga Girls High School in Kenya

Carolyn L. A. Onyango¹

¹The Catholic University of Eastern Africa, Kenya

Corresponding author: lynnkawino@gmail.com

Keywords: Children's rights, participation, discipline, behaviour management

Introduction

Background to the Problem

Indiscipline among high school students in Kenya remains a challenge to successive ministers for education, parents and teachers in general. High school students continue to disrupt learning through riots and violent demonstrations, burning classrooms, dormitories and other school property; consequently, student strikes are becoming the new normal each school year. Over time student unrests have become more brutal and common, sometimes due to flimsy reasons or triggers. In June 2019, students from Kirogo Boys High School and Mung'aria Secondary School in Murang'a County burnt down dormitories over undisclosed reasons. A neighbouring St. Paul Kiambu Boys' went on strike following a disagreement over a television set's remote control. In May 2019, one student was killed following a fire that broke down in a dormitory on Wednesday night when students were in classes at Njia Secondary School in Igembe Central, Meru County (Manyara, 2019). The school management discovered the

student's body that had burnt beyond recognition the following day after they had earlier reported no deaths in the inferno.

Between January to July 2018, Wanzala (2018) reports that the country had witnessed at least 30 destructive students' strikes in all major regions, with the Eastern region of Kenya witnessing 16 strikes in total. The Ministry of Education had commissioned investigations into school unrests. The writer cites 483 incidences of strikes that had been witnessed in 2016 and 67 cases in 2017 (Wanzala, 2018). In September 2017, eight students, all Form ones, died following a dormitory fire at Moi Nairobi Girls' Secondary School (Ondieki & Chege 2017). A student told the journalists that the fire broke out at around 1.30 a.m. A ninth student, brave Mary Njengo who had rescued most of her classmates from the fire succumbed to her injuries at Nairobi Women's Hospital where she had been receiving treatment (Kabale 2017). On July 27, 2016, Journalists (Wanzala & Muinde, 2016) prepared a list of 126 schools that had been hit by a wave of school unrest within a span of two months as at July 2016 affecting nearly all the 47 counties of Kenya. Of the 126 cases, nine schools, including AIC Torochmoi, Arnesens, Kimoning, Kipkabus, Moiben, Sosiyu, Tembelio, Ngara Falls and Leseru schools are cases from Uasin Gishu County.

Of course Kenyans have never forgotten the March 26, 2001 Kyanguli Boys' Secondary School tragedy where fierce fire gutted down a dormitory when students were fast asleep, killing 67 boys! Many survivors live with long-term health and psychological complications (Baya, 2019). Reported fire incidences or arson cases arising from student indiscipline are becoming more fatal and the cause is often said to be 'unknown' or 'yet to be established' as 'investigations continue'. A unique characteristic with the arson fire incidences is that they erupt in the wee hours of the morning when most students are asleep. Soon after the fatal fires, political leaders take to podiums issuing ultimatums and new directives that school administrators, teachers, parents and students must abide by, a reactive response that does very little to quell the anger of parents who still get fined to pay for damages to school property.

Studies have confirmed that Kenyan teachers (and parents) have always used corporal punishment to enforce discipline despite the ban in 1998 (Mweru, 2010). For many decades, corporal punishment had been a legal means of maintaining discipline in educational institutions. Through Legal Notice No. 40 of 1972, the Minister for Education had enshrined corporal punishment into the Kenyan law. Over time, teachers abused the laid-down provisions, and in 1998, after domesticating the United Nations Convention on the Rights of the Child (UN CRC) promulgated by the United Nations General Assembly in 1989, the Minister for Education banned the use of corporal punishment in schools. With the sudden ban now in place, teachers felt disarmed since the Minister never provided alternatives. Soon after, there were

witnessed in many institutions incessant spiral of student unrests, and teachers were quick to blame the ban on the cane (Onyango, 2002) Teachers continue to grapple with school-wide behaviour management techniques. Periodic strikes involving violent demonstrations where classrooms and dormitories are razed down with fires are a normal part of students' expression of displeasure at the decisions made by the school administration, and Kapkoiga Girls' High school was no exception. Consequently, during parents-teachers' meeting¹¹, tired of hefty penalties following damage to public (school) property, parents would unanimously endorse the use of corporal punishment as a real-time disciplinary measure, in spite of the ban.

The Government of Kenya has very well documented plans of actions for the children of Kenya. To begin with, Kenya ratified the UN Convention on the Rights of the Child on 30 July 1990; enacted the Children Act in 2001 when corporal punishment in schools was also outlawed; and in 2010, Kenya promulgated a new constitution detailing children rights in Article 53(Kenya, 2010). Besides, the Children Act 2001 is currently being revised (UNICEF, 2018). The current development blueprint Vision 2030 (Government of Kenya, 2007), being implemented in several medium-term plans carefully singles out several action plans targeting children. Therefore, there is political goodwill regarding matters of children. However, there is a gap between policies in text and policies in practice; there is a challenge in the execution of the well-laid out policies. There is paucity of studies that document specific practicable proactive policy measures that address the problem of student indiscipline in East Africa in general and in particular, Kenya. The purpose of this study was to generate research-based evidence from a pilot project that could inform policy on student participation as a policy measure to discipline. The objective was to conduct a formative evaluation of the pilot project and document lived experiences of key participants of the project for instigating policy action as well as sharing with a wider readership.

In 2006 after attending training on *Child Rights, Classroom and School Management*¹² as part of batch 4a courtesy of The Swedish International Development Cooperation Agency (Sida) in co-operation with Lund University, my team comprising John Oduor Onyang', Joyce F. A. Odera and Carolyne L. A. Onyango implemented a pilot project *on alternatives to corporal punishment* aimed at *enhancing discipline in schools in Kenya* under the mentorship of Dr. Bereket Yebio (See Wickenberg et al., 2009:178). The pilot project was implemented in three schools; Sianda Primary School, M.M. Shah Primary School (both in Kisumu County where John and Joyce were based) and

¹¹ This act is permissible as long as there is unanimity among stakeholders and minutes documenting the unanimous decision reached.

¹² Find details of the International Training Programme on page 10 of Wickenberg et al., 2009

Kapkoiga Girls' High School. The Kapkoiga pilot project involved engaging learners and their parents in making the school more learner-friendly using diverse activities such as beautifying the school environment using flowers, improving the general hygiene of the students through washing hands, practising alternative measures of disciplining learners, and engaging parents in proactive positive school-wide behaviour management measures (Sugai & Horner, 2003). The intention was to introduce a rights-based approach to discipline and management of schools by enhancing active engagement of learners, parents or their guardians with school managers, teachers and local leaders.

Kapkoiga Girls' High School Mothers' Day and co-parenting activities was a pilot project that tested positive school-wide behaviour management practices that could enhance discipline in secondary schools by engaging all key stakeholders in the process after the ban on the cane.

At the initial stages of the implementation of the Mothers' Day activities at Kapkoiga Girls' High School eradicating corporal punishment was a huge challenge; however, with collective participatory co-parenting between teachers and parents, combined with other techniques such as token economies and positive reinforcement all embedded in Mothers' Day, the alternatives were embraced. While there has been a spate of relentless riots and burning down schools in many parts of the country, Kapkoiga Girls' High School has witnessed calm and uninterrupted learning since 2006 presumably due to the concept of co-parenting espoused in Mothers' Day programme. It is worth noting that since the implementation of the programme, students at Kapkoiga Girls' have never had to go on strike to express their views to the school administration. As a result, the girls' right *to* education as well as their right *in* education (Verhellen, 2000; Rudduck & Flutter, 2000) have been safeguarded. The purpose of this chapter is to present finding from a formative evaluation of the Mothers' Day project and document lived experiences of interviewed teachers, learners and their parents about Mothers' Day as is structured at Kapkoiga Girls' High School. The documented evidence should trigger a policy brief for the project's possible replication and escalation to other schools in Kenya.

Project with Focus on Children's Participation

Mothers' Day as a medium of participation

Mother's Day at Kapkoiga Girls' School is a special day that has been set aside for mothers or female guardians to interact corporately as well as one-on-one with their daughters. The day often falls in February each year around the week of Valentine's

Day. The morning session is an interactive 3-hour focus-group-type session involving parents and children from the same class as their daughter but from a separate stream. For example, Form 1 East students join discussion with Form 1 West parents, and Form Two West parents with Form Two East students, all the way through to Form Four. The idea is to help parents and children understand each other by interacting with a person who is not closely related to them, in order to free them to speak their minds without being judged. The interactive session is guided by structured questions prepared before-hand by teachers. Each set of parents and students appoints a secretary to record what they have agreed upon or resolved in their group and to present the resolutions in the plenary meeting. On a well-attended day, one focused group would have up to 80 participants, comprising a total of 45-50 girls and 30-40 mothers or guardians. Female non-teaching workers were always assigned to each of the eight focus groups to assist the teachers in moderating the sessions.

The afternoon session is a two-hour plenary for all female teachers, mothers, and girls to congregate in a big hall to listen to presentations by a secretary from each focused group, followed by a speech given by a specialist, usually a trained counsellor or educator who gives expert perspective to the subject/topic of the day. During the plenary session, parents and their daughters are given room for question and answer session at the end of the speech. The plenary session topic must be similar to the one where discussion questions were generated for the morning interactive session. At the end of the plenary, parents are allowed one hour with their daughters where they are encouraged to exchange tokens, gifts or niceties before the day ends.

Parent-Teacher and co-parenting at Kapkoiga Girls' High School

Teachers at Kapkoiga Girls' High School were each assigned a minimum of four students from each form (Form 1 – 4) to act as 'parent' to. The role of the parent-teacher was to deal with any arising indiscipline matter 'in-house' before it was escalated to the biological parents (if there was need). Many times, behaviour problems were resolved at school level and did not have to reach parents. The parent-teacher kept a record of his or her daughters, their important anniversaries, and tracked their academic performance as well. Teachers were thus expected to assume the role of the biological parent of the assigned girls at school. During academic open days where biological parents or guardians were invited to discuss academic matters of their children, parents were advised to find more specific details about their children from the parent-teachers who would have taken a keen interest in the specific girls during the school term. Some parent-teachers went out of their way to 'visit' their 'daughters by bringing niceties and home-made dishes on special occasions like birthdays, national examination seasons; therefore students assigned to such parent-teachers were the envy of their peers.

Theoretical Framework

This research was studied against the backdrop of social constructionist theory, where parties raise their expectations of acceptable behaviour guided by their religious, cultural, perhaps political and social norms. According to this theory, knowledge is socially constructed through interpersonal relations. As such, in schools, students could jointly formulate rules and regulations to guide their conduct, explicitly stated with consequences in the event of non-conformity. At Kapkoiga Girls' High School for example, new students would be expected to sign on the dotted line if they would agree to abide by the set rules and regulations. The rules and regulations should not be cast on stone, but could be reviewed with each changing mutually agreed-on realities. The study also adopts a child rights-based perspective to discipline and participation in the context of acceptable standards within the Wareng Community and Kenyan society in general.

Participation rights

The UN Convention on the Rights of the Child groups children rights into provision rights, protection rights and participation rights; sometimes these categories of rights overlap, as can be seen when considering children's rights and digital technology (Coppock & Gillett-Swan, 2016). Participation rights may include participation in decision-making as well as political participation whose realisation some authors indicate have been inhibited under the guise of 'the best interest of the child' (Coppock & Phillips, 2013).

Participation for Active Citizenship

Kapkoiga Girls' High School adopted the sixth rung of the degree of participation of Roger Hart's 'ladder of participation' (Hart, 1992; Whitty & Wisby, 2007); cf. Table 1 and Figure 1) with activities that are adult-initiated, and with shared decisions with the children as indicated in Table 1. This is the style that parents and teachers alike were more receptive to, and girls liked it as well because it was relationship-oriented. Sadly, the lowest rungs of 'manipulation' and 'tokenism' are commonly used by politicians in Kenya during election periods when they hire young people as goons to attack and maim their opponents, or shout their praise during campaigns to woo voters; or even bribe the electorate to vote for them. The thesis of this paper is therefore, that children can become active participants in all spheres of governance, even elective politics, and this is modelled from the forms of participation that their schools inculcates in them.

Table 1
Summary of Roger Hart's 'ladder of participation'

Degrees of participation Child-initiated, shared decisions with adults Child-initiated and directed *Adult-initiated, shared decisions with children Consulted and informed Assigned but informed
Non-participation Tokenism Decoration Manipulation

Note: * Model participation level adopted by Kapkoiga Girls' High School, adapted from Hart (1992).

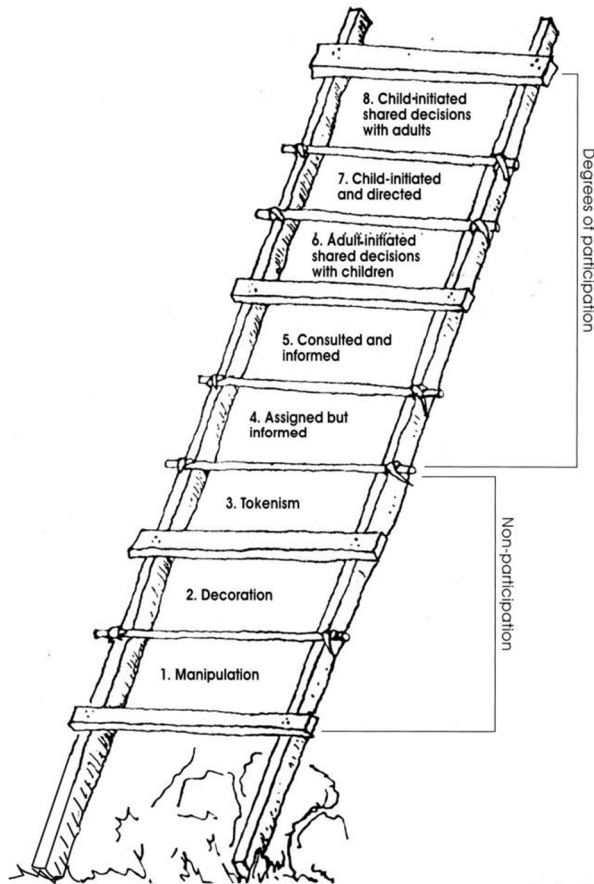


Figure 1:
Roger Hart's Degrees of Participation; participation begins at rungs 4 to 8 (Hart, 1992:8)

Problem Tree Analysis and Conceptual Framework

The following Problem Tree presents the core problem of the research, its causes and effects

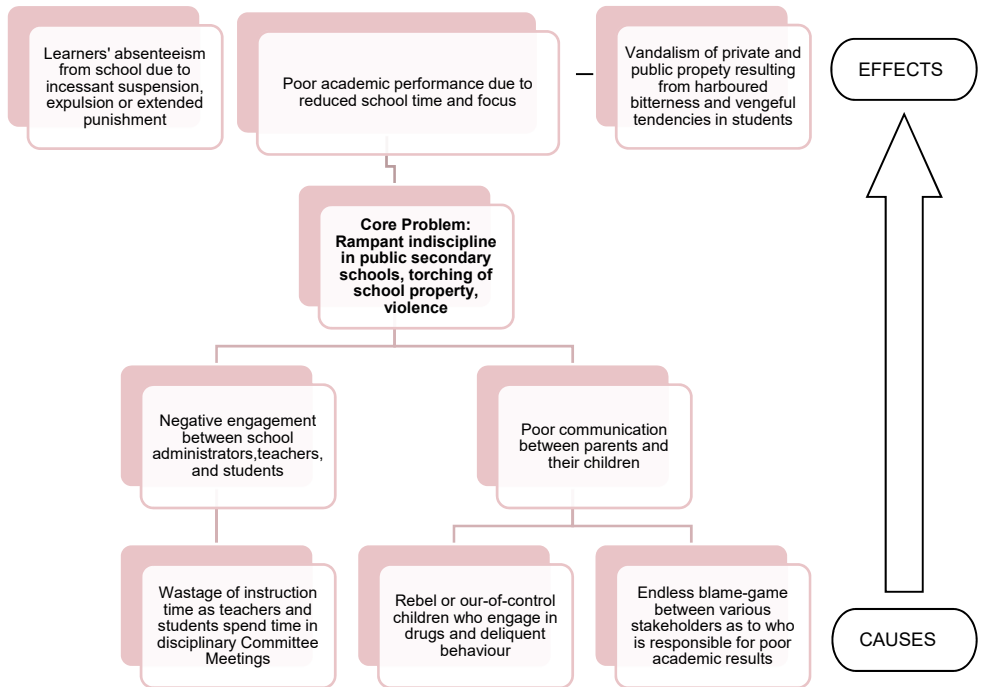


Figure 2:
Problem Hierarchy of the causes, core problem and effects of indiscipline in public secondary schools in Kenya

Conceptual Framework for Participation in Public Secondary Schools

When children are accorded the space to talk about their problems, challenges and concerns in a caring context through diverse avenues like Mothers' Day, Parent-Teacher or School Open Forum, they are more likely to trust the adults with their issues and future plans. Parents will most likely model respect for the children to emulate because one cannot share mutual conversation with anyone they do not respect, so children will observe that communication is not a 'shouting match' from the teachers, nor is it a set of directives from parents and local leaders, but sensible dialogue and mutual resolutions arising from such open-line conversations. All stakeholders will in turn trust each other more and work in the best interest of the learner as shown in the Model in Figure 3. Consequently, learners will spend more time in school and focus on their studies and in effect attain better results. Schools will enjoy higher enrolment and completion rates in secondary schools, and the country will in turn witness higher

transition rates into tertiary institutions and universities due to better academic performance as shown in the Objective Tree Hierarchy (Figure 4).

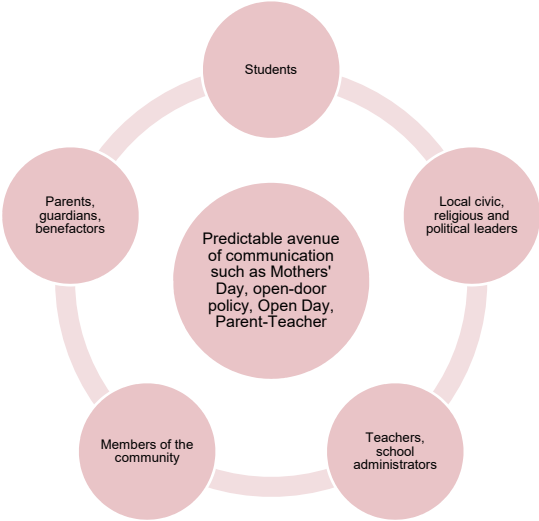


Figure 3: Model for stakeholder engagement and participation in educational institutions

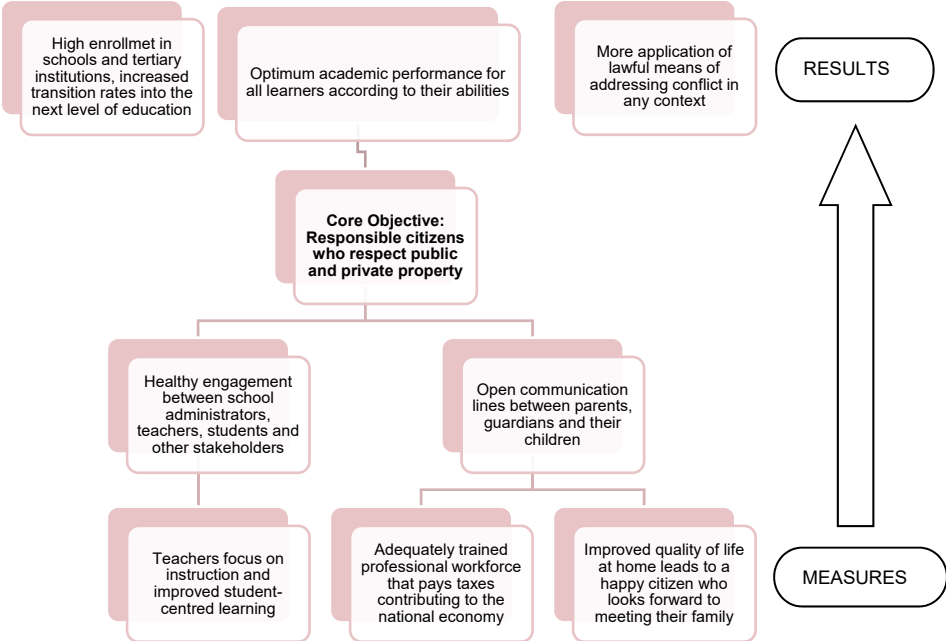


Figure 4: Objective Tree Hierarchy of the measures and results towards a disciplined responsible citizenry in Kenya

Methods

The study sought to conduct a formative evaluation of the Mothers' Day project and establish the thoughts of teachers, learners and their parents about Mothers' Day and parent-teacher as is practised at Kapkoiga Girls' High School. The main objective of the study was to document the lived experiences of teachers, learners and their parents regarding Mother's day activities and participation in light of UN Convention on the Rights of the Child upon implementation of the activities since 2006. To this end, a qualitative design precisely an interpretive approach of phenomenology was adopted. Two questions guided the evaluation:

1. What are your thoughts regarding Mothers' Day event at Kapkoiga Girls' High School?
2. What is opinion about that the practice of 'parent-teacher' at the school?

Students were purposively sampled from diverse cohorts to participate in the study retrospectively, having to give their responses about the period of the study that had already past. Mothers of the sampled students automatically qualified as co-respondents to individual interviews alongside their daughters, such that mother's and daughter's views were sought independently. During the interviews, mothers (or fathers) and daughters were in separate locations. In instances where a mother was deceased, female guardians who attended Mothers' day were interviewed. In exceptional circumstances like when a parent was PTA representative, fathers or brothers were permitted to attend the Mothers' Day sessions. A retrospective model was preferred to sample rich honest responses from participants who would have otherwise withheld honest feedback for fear of victimization. At the time of data collection, the students had long graduated from school, and the researcher had equally long exited service from the station. The researcher anticipated that elicited responses would be forthright and a true reflection of their widely-held thoughts and reflections. The researcher exited service from the station in June 2012, therefore, her participation in Mothers' Day activities ended in 2012. The project has however continued to run as per the wishes of the school administration and serving teachers.

Participants were interviewed about their thoughts regarding Mothers' Day and co-parenting as was practised in the school for the periods they were students, or parents or guardians ranging from the years 2009 to 2012. Each participant was probed about year of graduation, what they liked or did not like in the content and structure, and the number of Mothers' Day meetings they attended. Parents who attended less than two meetings were not included in the sample. Responses were coded, content analysed and categorised into various themes that emerged from rich data during the interviews.

Results were interpreted in light of the children’s right-based approach to participation in the education sector as a means of curbing widespread unrests in schools, and as training for future active citizenship.

Results

This study was a formative evaluation of Mothers’ Day project at Kapkoiga Girls’ High School. Twenty-six participants were asked to offer their opinion about the structure, content and practice of Mothers’ Day and parent-teacher as they experienced it during the periods 2009 - 2012. Findings have yielded four broad themes: communication, co-parenting as co-learning, accountability, guidance and counselling.

Table 2
Background information about respondents:

No. of Interviewees	Role	Cohort	Age (in Years)
1	Father	2012	52
8	Mother	2009 (1), 2010 (2),2011 (3), 2012 (2)	46 – 59
1	Brother	2012	43
13	Daughter	2009 - 2012	Range 24 - 28
1	Aunt	2012	49
2	Teacher	Deployed at station 2007 to date	48, 51

Non-judgmental open communication.

The girls were amazed to be chastised by another parent, and to hear similar instruction to their parents’, that’s what gave each session weight. Girls were also able to reveal their concerns without the fear of being reprimanded or criticised afterwards because their mothers were holding a parallel discussion with another class. Girls and parents seemed to emphasise the importance of non-judgement during dialogue.

Interviewee 007 said

“My mother once talked me down at a class open day for being at the fore-front raising un-academic matters when I was not studying hard enough in school...and this kind of embarrassed me because I was not exactly a top student...”

Though initiated and arranged by adults, children felt engaged through open communication and owned decisions made during Mothers’ Day.

Co-parenting as co-learning

Parents and guardians interviewed pointed out that they benefit more from learning from the experiences of other parents' relationships with their daughters. The interactive sessions hide the communication weaknesses a parent may have had with her daughter while still unveiling the wishes their daughter had. Co-parenting happens in two ways: first when parents hold interactive sessions with their daughters' peers, they have the chance to hear differing views on matters their parents may have shared with them before and receive a new perspective to issues. Secondly, during the rest of the school year, teachers continue with their parent-teacher arrangement within the school where they may play a role similar to the parents.

One teacher acknowledged that parent-teacher and Mothers' Day was Kapkoiga's unique strategy of reaching out to the community to help them 'parent' this generation's girls. Parents seemed to agree that co-parenting enhanced her learning about parenting. Interviewee 003 said:

“Mothers' Day enabled me as a single mother to learn from 'complete homes' what it takes to raise a teenage girl. The experiences shared by girls about their fathers made up for what my daughter and I were missing.”

The mother implied that she somewhat felt vindicated and comforted especially when some girls shared about their abuse experiences with fathers who used high-handedness and violence to maintain discipline at home.

One teacher raised a concern that most mothers missed out on the morning interactive sessions probably because they were distracted with lavish meal preparation at home or they were busy shopping for what to bring to the girls. She said:

“Mothers turn up for meetings at noon, or later with a lot of food as though it were a visiting day and sit through the hall with their daughters sharing 'goodies' and small talk rather than pay attention to the speaker, complicating order in school. On their part, teachers have too much academic workload to 'parent' students. It is just best for each one to stick to their lane. We made a mistake before to invite politicians who came here to lecture parents about this-or-that project they have done and campaign for votes, pitting parents against each other. So these days we do not invite politicians during Mothers' Day.”

Mother's Day is an example of school-wide positive behaviour management technique that can be adopted by stakeholders in school settings.

Accountability

Parents and teachers were made accountable to each other for the girls' academic performance. Interviewee 015 whose 26-year old daughter is now working as a Secondary School teacher confessed:

“Whenever I went to school, I had to see the class teacher to update me on how my child was progressing and my daughter knew this...she had to work hard knowing I would discover any arising issues for myself. As Mothers' Day encouraged her, I pushed her to work harder by poking my nose into her performance even when teachers were not expecting me.”

The daughter admitted that her father was stubbornly persistent, and since he was also the Parent-Teacher-Association (PTA) representative for her class since her admission in Form one till Form Four, he closely monitored her throughout her four-year study period. Class teachers had to prepare for interrogation by such invasive parents who needed to know the progress of their children whenever they showed up in school.

One teacher interviewee observed that the fact that female non-teaching staff helped teachers moderate focus group sessions reinforced ownership of academic results and kept each member of staff accountable for the discipline and academic performance of students. Interviewee 018 was of the opinion that teacher-parenting helped reduce bullying and theft at school to a great extent because girls had 'siblings' in each class and a 'parent' (in an assigned teacher) at school; so they could report any matter to any of them at any given time thereby keeping students accountable to each other.

Group Counselling

Group counselling was another recurring theme among mothers. Most parents appeared to agree that one of the most helpful techniques of Mothers' Day was group counselling of girls, their mothers, guardians and teachers. Interviewee 014 whose daughter (Interviewee 013) is now a Prison Officer captured this theme:

“My daughter was able to be resilient through school due to the many words of counsel spoken to her by teachers, fellow parents and her school-mates. In a way, as parents, we seemed to emphasise each other's private message to our daughters”

Interviewee 002 acknowledged that she rectified her tendency to be suspicious of her daughter's friend's intentions when girls expressed a trust concern in one group meeting where she believed girls were open because they were meeting other parents. She is happy that her daughter turned out fine and recently graduated from university with a

bachelor's degree in statistics and economics. During the interview, they were planning a wedding. She quipped:

“Mothers’ Day transported me into my daughter’s thoughts and problems. Listening to other girls of my daughter’s age opened up my eyes because girls were truly open knowing I am not their mother after all. I later rectified my mistakes following that session and realised that the difficulties I had with my daughter were reducing. I was always elected by parents to be their recording secretary and presenter, and this made a lot of lessons stick with me.”

Interviewee 026 said that Mothers’ Day made her close to her mother noting that “now as I bring up my two children as Pastry chef, I can better understand the pleas other mothers made to us about acceptable behaviour during Mothers’ Day; looking back these have actually remained with me.” This observation was consistent with that of Interviewee 018 who said that Mothers’ Day made mother bond with daughter and led to closer mother-daughter relationships.

Discussion

Authors reckon that child workers require proactive behaviour management measures (Sugai & Horner, 2003; Crompton & Ellen, 2003) which are more effective than the short-lived reactive responses that are often applied (Sugai & Horner, 2003) by some administrators. Kenya’s ratification of the UN Convention on the Rights of the Child in 1990 set pace for the search for non-violent alternative methods of managing behaviour of students in schools. Children are not only entitled to right *to* education, but a right *in* education as well as rights *through* education (Verhellen, 2000:106-110). This paper discusses participation in school setting; in discussing concerns bothering the children, formulating school rules, selecting prefects (and for those already at this level, engaging in competitive campaigns for being elected to the student councils), among other decisions affecting the learners in school. Participation at school level prepares students to participate in civic matters when they are mature, for example, in elective politics, engaging in healthy political competition as well as matters that concern their counties. In Kenya, politicians abuse young people’s participation by ‘bribing’ them to vote them into office, or disrupt meetings organised by their competition. Rich politicians easily sway and buy out votes from youth because participation was not behaviourally modelled to the youth during their childhood and school years. Should we drive for more student participation due to the notion of

‘consumer’s choice’ or ‘active citizenship’(Coppock & Phillips, 2013; Coppock & Gillett-Swan, 2016)? For this paper, I choose active citizenship.

Participation of children in decision- making is not a new phenomenon. Many countries have deemed it fit to involve children in all matters of governance and leadership. For example, upon ratifying the UN Convention on the Rights of the Child in 1989, the United Kingdom and proceeded to implement it in 1991 through the 1989 Children Act and made it a legal requirement to consult and involve children in decisions that affected them (Whitty & Wisby, 2007) consistent with the UN Convention on the Rights of the Child Article 12¹³. Participation for active citizenship would benefit Kenyan children in many ways: the children need to intentionally engage with political leaders on matters governance not only for holding the politicians to account, but also as patriotic citizens and engage in election discourse and public debates of national importance. Some activities of national importance include county budgeting process and budget tracking. Studies have shown that exclusion and poor relationships between parents, teachers and their children (Glanzer, 2012) often causes dissent and indiscipline (Onyango, 2002). Studies have shown that when young people are accorded the space, they are able to innovate creative solutions to the problems facing the society as exemplified by use of public space in ‘Walking Neighbourhood’(Hickey & Phillips, 2013).

According to Van Gasse, Vanhoof & Van Petegem (2016), schools can influence parents’ and learners’ ways of managing behaviour through the school culture that exerts influence through different underlying cultural values, among them effective communication strategies. Mothers’ Day is a communication strategy that Kapkoiga Girls’ High School adopted to bring learners, mothers, guardians, teachers and members of the community to a mutual table of understanding as persons with a shared objective of the learners’ well-being. The strategy keeps communication happening among stakeholders as it builds trust between the child and the mother hence keeping meaningful dialogues. Through Mothers’ Day, the school has been intentional in planning for a day when teachers and parents can focus their thoughts and conversations on the needs of the child. Due to this reason, learners perceive a sense of belonging, warmth and love from their parents who pay undivided attention to them

¹³ States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. 2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law. *Article 12*

and can consequently express their concerns. Teachers and parents can also use such an occasion to pass along important values without being preachy.

Participation of children in decision-making and sharing issues that affect them during their period of schooling is a crucial right in education. An open communication line helps enforce trust among stakeholders by minimizing suspicion and dissent. During communication, stakeholders can clarify arising queries and enhance discipline. Through taking the perspectives of children into consideration, largely during Mothers' Day, Kapkoiga Girls' High School has reviewed major policies. For example, in 2006 work-study programme was introduced for girls from relatively low-income families to reduce their trips home in search of fees. During their free time, such girls would volunteer to help with light tasks in the kitchen, school library, or school dairy farm and money earned would then be channelled to their school fees. Similarly, in 2008, girls sought for the scrapping of humiliation of students who were ranked bottom ten in any examination at school assemblies, as had been the practice each time academic results were announced. Moreover, in 2010, an elective prefect system and school council was introduced at the school to replace a prefect system where decisions on who became prefect had been more teacher-oriented. Students came up with criteria for prefects who could vie for office. Students held campaigns around the school and students voted for their preferred candidates. A student's council was thereafter formed from the elected prefects to form a students' decision-making organ. On the same note, in 2012, Kapkoiga girls introduced and advertised for volunteer peer counselling positions among students. Selected peer counsellors were trained on counselling skills and have been assisting in the selection of topics for discussion on Mothers' and Fathers' Days. Other decisions that have been reviewed with input of students' perspectives are decisions regarding the school menu, weekend entertainment, and school academic trips, including clubs and societies outings. It is noteworthy that these are the key areas that are reported to trigger violent unrests among secondary school students.

Conclusion and recommendations

The study evaluated Kapkoiga Girls' High School's Mothers' Day activities and the practice of parent-teacher as modes of school-wide behaviour management at the school. Findings have revealed that students, parents and teachers were able to engage each other through open and regular communication, shared learning during co-parenting, being accountable to one another and constant guidance and counselling. Children can be helped to be more responsible citizens through participation. Children can participate through expressing their views on matters affecting them, and adults

(teachers and parents) may choose to give their children's views weight or ignore them. To ignore children's views is a sure way to exclusion and results to dissent. Kenya's children have been expressing their anger at adults for excluding them in decision-making through violent demonstrations that have led to tragic loss of innocent lives.

Adults should communicate their expectations to children and scaffold the children by assigning them specific roles that can nurture them to become responsible citizens. Constant communication in an environment of mutual respect instils discipline among children by non-violent means. Guidance and counselling equally benefit everyone, not just children, but parents and teachers as well. School administrators should consider increasing opportunities for children's participation in key issues affecting children and expand the space for dialogue. Mothers' or Fathers' Day would be one such opportunity that can keep conversations going between students, teachers and children. The Ministry of Education should encourage schools to come up with creative ways of bringing key stakeholders to the table for better understanding and agreement with each other on matters affecting children. The government is very keen on implementing policy on children's right to education. I guess the time is ripe now for a policy on children's right in education. A policy on a joint meeting of diverse stakeholders (including children) every term would be timely in curbing wanton destruction of school property by disgruntled children.

References

- Baya, S. (2019). Kyanguli fire: A survivor's pain and loyalty 18 years on. *DAILY NATION*. March 3, 2019. Retrieved from <https://mobile.nation.co.ke/news/Survivor-honours-friends-18-years-on/1950946-5006560-format-xhtml-13ae1wz/index.html>
- Coppock, V., & Gillett-Swan, J. K. (2016). Children's rights in a 21st-century digital world: Exploring opportunities and tensions. *Global Studies of Childhood*, 6(4), 369–375. <https://doi.org/10.1177/2043610616676025>. Retrieved from <https://journals.sagepub.com/doi/full/10.1177/2043610616676025>
- Coppock, V., & Phillips, L. (2013). Actualisation of Children's Participation Rights. *Global Studies of Childhood*, 3(2), 99–103. <https://doi.org/10.2304/gsch.2013.3.2.99>. Retrieved from <https://journals.sagepub.com/doi/abs/10.2304/gsch.2013.3.2.99>
- Crompton, V., & Kessner, E. Z. (2003). *Saving Beauty from the Beast: How to Protect Your Daughter from an Unhealthy Relationship*. Boston, MA: Little Brown and Company
- Glanzer, P. L. (2012). Educational freedom and human rights exploring the tensions between the interests and rights of parents, children, and the state. In *Child Rights: The movement, international law, and opposition*.

- Government of Kenya. (2007). Kenya Vision 2030 - A Globally Competitive and Prosperous Kenya. *Kenya: Policies for Prosperity*, (October), 1–180.
- Hart, R. A. (1992). Children's Participation. From Tokenism to Citizenship, UNICEF Innocent Essays No. 4. Retrieved from: <https://www.unicef-irc.org/publications/100-childrens-participation-from-tokenism-to-citizenship.html> and https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf
- Hart, S. N., & Hart, B. W. (2014). Children's rights and school psychology: Historical perspective and implications for the profession. *School Psychology International*, 35(1), 6-28. retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/0143034313508875>
- Hickey, A., & Phillips, L. (2013). New Kids on the Block: Young People, the City and Public Pedagogies. In *Global Studies of Childhood* (Vol. 3). <https://doi.org/10.2304/gsch.2013.3.2.115>
- Kabale, N. (2017). Student who helped colleagues escape Moi Girls fire tragedy in Kibera dies. *STANDARD Digital* September 5, 2017. Retrieved from <https://www.standardmedia.co.ke/article/2001253581/student-who-helped-colleagues-escape-moi-girls-fire-tragedy-in-kibera-dies>
- Kenya, R. of. The Constitution of Kenya, 2010. , Kenya Law Reports § (2010). Article 53 on children, available at <http://www.klrc.go.ke/index.php/constitution-of-kenya/113-chapter-four-the-bill-of-rights/part-3-specific-application-of-rights/219-53-children>
- Kenya National Bureau of Statistics (2014). Statistical Abstract 2014 retrieved from <https://www.knbs.or.ke/download/statistical-abstract-2014/>
- Kenya National Bureau of Statistics (2018) Statistical Abstract 2018 retrieved from <https://www.knbs.or.ke/download/statistics-abstract-2018/>
- Manyara, D. (2019). School closed after student dies in fire. *STANDARD Digital* May 11, 2019. Retrieved from <https://www.standardmedia.co.ke/article/2001324959/school-closed-after-student-death>
- Mweru, M. (2010). Why are Kenyan teachers still using corporal punishment eight years after a ban on corporal punishment? *Child Abuse Review*, 19(4), 248-258. <https://doi.org/10.1002/car.1121> retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/car.1121>
- Ondieki, E. & Chege, N. (2017). Eight students die in Moi Girls School dormitory fire. *DAILY NATION* September 2, 2017. Retrieved at <https://www.nation.co.ke/news/-students-die-Moi-Girls-dormitory-fire/1056-4079990-ce6attz/index.html>
- Onyango, C. L. A. (2002). *Conflict Prevention , Management and Resolution in Educational Institutions in Kenya : Mainstreaming Peer Counselling and Mediation in Administration*. 1–18. The Quest for Social Peace in Africa: Transformations, Democracy and Public Policy OSSREA (2002), pp 65-71, also available at <http://www.worldcat.org/title/quest-for-social-peace-in-africa-transformations-democracy-and-public-policy-synopsis-of-ossrea-seventh-congress-papers-15-19-december-2002-khartoum-sudan/oclc/52428450>

- Roos Van Gasse, Jan Vanhoof & Peter Van Petegem (2016) The impact of school culture on schools' pupil well-being policy-making capacities, *Educational Studies*, 42:4, 340-356, DOI: 10.1080/03055698.2016.1195718
- Rudduck, J., & Flutter, J. (2000). Pupil participation and pupil perspective: "Carving a new order of experience." *Cambridge Journal of Education*, 30(1), 75–89. <https://doi.org/10.1080/03057640050005780>
- Sugai, G., & Horner, R. (2003). The Evolution of Discipline Practices: School-Wide Positive Behavior Supports. *Child & Family Behavior Therapy*, 24(1–2), 23–50. https://doi.org/10.1300/j019v24n01_03
- Uasin Gishu County Integrated Development Plan 2013-2018 Retrieved from <https://www.kpda.or.ke/documents/CIDP/Uasin%20Gishu.pdf>
- United Nations Convention on the Rights of the Child, available at <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>
- UNICEF. (2018). *Situation Analysis of Children and Women in Kenya*. Retrieved from [https://www.unicef.org/kenya/Situation_Analysis_of_Children_and_Women_in_Kenya_2017\(1\).pdf](https://www.unicef.org/kenya/Situation_Analysis_of_Children_and_Women_in_Kenya_2017(1).pdf)
- Verhellen, E. (2000). *Convention on the rights of the child: background, motivation, strategies, main themes*. Gent University, Children's Rights Centre, H. Dunantlaan 2-9000, Gent, Belgium
- Wanzala, O. (2018). Here's why students are burning schools. *DAILY NATION* July 7, 2018 Retrieved from <https://www.nation.co.ke/news/Here-s-why-students-are-burning-schools/1056-4650490-45eui5/index.html>
- Wanzala, O. & Muinde, J. (2016). List of 126 schools hit by unrest. *DAILY NATION* July 26, 2016 <https://www.nation.co.ke/news/List-of-schools-hit-by-unrest/1056-3318282-14epye8/index.html>.
- Wickenberg, P., Wångdahl Flinck, A., Leo, U., Rasmusson, B., Stenelo, R., & Yebio, B. (Eds.) (2009). *Taking Child Rights Seriously: Reflections on five years of an International Training Programme*. Lund University. Retrieved from [https://portal.research.lu.se/portal/en/publications/taking-child-rights-seriously\(3aaf5a39-960d-4e29-813c-f08b63c6b212\)/export.html](https://portal.research.lu.se/portal/en/publications/taking-child-rights-seriously(3aaf5a39-960d-4e29-813c-f08b63c6b212)/export.html)
- Whitty, G., & Wisby, E. (2007). Whose voice? An exploration of the current policy interest in pupil involvement in school decision-making. *International Studies in Sociology of Education*, 17(3), 303–319. <https://doi.org/10.1080/09620210701543957>

Acknowledgements:

I wish to thank teachers, parents and guardians of the former students of Kapkoiga Girls' High school (Class of 2008 – 2012) for kindly accepting to share their thoughts with me. I am indebted to the Swedish International Centre for Local Democracy (ICLD) for granting me a slot at the first Local Democracy Academy where my paper was first presented and discussed. I acknowledge fellow laureates of the Parallel thematic session on '*Children and Youth influence in local decision-making*', and session leader Soo Ah Kwon, Associate Professor of Asian American Studies, University of Illinois at Urbana-Champaign for their input along with the wonderful faculty and staff at the Academy for their insights. I am grateful to Per Wickenberg, Senior Professor, Sociology of Law, Lund University, for his encouragement during the course of this research and all the peer reviewers for their invaluable suggestions that improved this chapter. Last but not least, I thank my institution, CUEA, for granting me permission and leave to conduct the research.

Right to Political Emotions at School

*Bibiana Rubio Saavedra*¹, *Sara Victoria Alvarado Salgado*¹

¹ Childhood & Youth, Center for Advanced Studies, University of Manizales, Colombia

Corresponding author: rubibibiana@gmail.com

Keywords: Political Emotions, Rights, Moral Imagination, Citizenship, Rights.

Introduction

General description of the research problem

The Convention on the Rights of the Child adopted in Colombia in 1991, and by 195 countries (except Somalia, United States and South Sudan), means that there is a universal ratification unique in the history of human rights. In other words, of the 195 sovereign and independent states represented by the United Nations, 192 members countries (Cook Islands, Niue Island and the Vatican are not members) signed the Convention and only two have not ratified it¹⁴.

The CRC incorporates the full range of human rights for children, civil, cultural, economic, political and social rights... every right contained in the CRC is inherent to the human dignity and harmonious development of every child. By agreeing to undertake the obligations of the CRC, national governments are obligated to develop and undertake all actions and policies to ensure the best interest of the child. Article 4 in the CRC also mentions that this should be the case in the framework of international cooperation as well. In order to execute most of its obligations of international cooperation, the Swedish government makes use of the Swedish government makes use of the Swedish International Development Cooperation Agency (Sida). (Leo, U. 2014. & "et al." p. 7-)

¹⁴ <https://www.humanium.org/es/signatarios-convencion/>

As a citizen and participant of an academic community, at this point, the CRC, considers children as human beings, who have the same rights as all human beings. Children should not be given rights; they have rights simply because they exist. It does not consider them as finished products. The convention provides a common language for thinking about and discussing children's conditions and interests. The convention postulates that children have the right to be informed of their rights; government and adults must consider the interests of children; children have the right to life, to survive and to have healthy development. And they have the right to express their opinions and to be treated with respect. (Leo et al, 2014)

The Convention is the most widely ratified human rights treaty in history. It has inspired governments to change laws and policies and make investments so that more children finally get the health care and nutrition they need to survive and develop, and there are stronger safeguards in place to protect children from violence and exploitation. It has also enabled more children to have their voices heard and participate in their societies.¹⁵

The greatest return on investment is obtained when the government invest in the first few years of people's lives in a country. According to the global economic forum, in its report¹⁶, there are 250 million children in the world under the age of 5 who are at risk of not reaching it. The implications of not reaching the highest level of development have implications not only for the moment of early childhood, but for the life trajectory of all people. If countries make correct and quality investments during the first years, drop-out rates are reduced, there are possibilities of having better citizens with better social-emotional relationships, in their families, with opportunities to develop their capabilities, with bases to build better interactions throughout their lives, more productive people, who insert themselves better and adequately in the labor market and have more successful lives. (World Economic Forum on Latin America¹⁷). Thus, Bernal R. & Camacho, A. (2010), maintain that,

Among the most fundamental aspects, the multiple and relatively high benefits of investing in human capital during the early stages of the life cycle have been highlighted, including both private earnings (such as greater cognitive and psychosocial development, greater schooling, and better salaries) and private investment in human capital during the early stages of the life cycle, which include both private earnings (such as greater cognitive and psychosocial development, greater schooling, and better wages) as well as

¹⁵ <https://www.unicef.org/child-rights-convention/what-is-the-convention>

¹⁶ <https://es.weforum.org/age>

¹⁷ http://www3.weforum.org/docs/LA18_Report_Spanish.pdf

social gains including a decrease in the crime rate and a decrease in dependence on social assistance programs... interventions during the first years of life are more profitable than later investments. (p.1)

Since there is a direct link with the integral development of people, with the sustainable development of societies, and the global¹⁸ agenda it is why this article takes up again the importance it has for childhood (understood as that stage of life impacted and crossed by social and political practices), the emotions that inhabit the internal world of children, circulate in the context and influence their ways of thinking, feeling and perceiving in the world, as well as in the plot of intersubjective interactions that it constructs and weaves with others. Emotions, as Maturana affirms (2002), define the scope of coexistence - and the guarantee of rights¹⁹-, in which the human is constituted according to the interweaving of the emotional with the rational in everyday life. For him, "every rational system has an emotional foundation" (Maturana, 2002, p. 8).

In religious ideologies and political discussions, for example, people through language defend or justify their actions on the basis of a priori premises accepted as valid. Ultimately, "it is not reason that leads us to action but emotion" (p. 13). Ethical concern "has no rational but emotional foundation", belongs to the domain of love and implies, for Maturana, concern for the consequences that our actions have on others (p. 50). Thus, "today, social and economic rights are human rights compatible with political and civil rights (...) a person who is in a bad position for lack of nutrition or health care cannot participate as an equal in politics" (Nussbaum, 2006, p 328). An aspirational political culture works to fulfil ideals, "it refers to an area of life in which all citizens can be expected to agree as long as they support basic standards of equal respect for all" (Nussbaum, 2006, p. 19).

At this point, Nussbaum (2006) would say "that the right without appeal to emotion is practically unthinkable" (p. 18), that is, that the exercise of the right considers the emotional state of people. Kahan, D and Bandes (1999a), quoted by Nussbaum (2006), indicates that he protects and defends the idea that societies must ensure the eradication of cruelty, and therefore it is in the obligation to ensure the right to life: "The right has the function of protecting us in areas of significant vulnerability" (p. 24). In this way, the right not only describes emotional norms but, in addition to being normative, is dynamic and educational.

¹⁸ <https://www.un.org/sustainabledevelopment/es/education/>

¹⁹ Note of the researcher.

For Nussbaum (2006), "Humans need laws precisely because we are vulnerable to harm and prejudice in many ways" (p. 19). This is how the idea of vulnerability is related to the idea of emotion:

Emotions are responses to these areas of vulnerability, in which we record the harms we suffer, might suffer, or fortunately do not suffer" (p. 20). Nussbaum (2006), argues that crimes against persons and property are subject to universal rules, invoking not only citizens' fear of these crimes but also the compassion, anger and hatred with which they perceive violations when they happen to others: Protecting ourselves against death and bodily harm is one of the primary reasons for having laws (p. 21)

What is the context the problem is situated in?

Guaranteeing the rights of children, as stated in objectives 4²⁰ and 16²¹ of the global agenda, implies supporting their families in the function of protecting and protecting them; attending school; attending teachers so that they can provide them with an inclusive, equitable, quality education, promoting opportunities for life and learning for all, and ending violence against children and adolescents.

"Education is the basis for improving our lives and sustainable development. In addition to improving people's quality of life, access to inclusive and equitable education can help provide local people with the necessary tools to develop innovative solutions to the world's greatest problems." (Target 4)

"Violence in all its forms has a widespread effect on societies. Violence affects children's health, development and well-being, as well as their ability to thrive, and causes trauma and weakens social inclusion." (Target 16)

Colombia, according to Unicef, is one of the 67 countries with a public policy framework for early childhood, Law 1804 of 2016²², which establishes the policy framework for the comprehensive early childhood care framework from 0 - to 0 - always. And it obliges the country to be a state policy that, in co-responsibility with families and society, ensures the integral protection and guarantee of the effective enjoyment of children's rights, guaranteeing human, social and material conditions to ensure the promotion and strengthening of their development, according to their age, condition and context.

²⁰ <https://www.un.org/sustainabledevelopment/es/education/>

²¹ <https://www.un.org/sustainabledevelopment/es/peace-justice/>

²² https://www.icbf.gov.co/cargues/avance/docs/ley_1804_2016.htm

“The policy is based on the principles enshrined in the Political Constitution, in the Children and Adolescents Code, as well as in the associated national and international legislation. It reaffirms the ten principles enshrined in the Convention on the Rights of the Child, highlighting among them the recognition of rights without exception, distinction or discrimination on any grounds; the special protection of their freedom and human dignity; and the best interests of the child.” (Law 1098 of 2006. Article 3, p.1)

The law promotes the set of intentional and effective actions aimed at ensuring that in each of the environments in which children spend their lives there are human, social and material conditions to ensure the promotion and empowerment of their development. The foregoing, through comprehensive care must ensure each individual according to their age, context and condition. However, these public policies designed for children deserve to be reviewed and deliberated in relation to their effectiveness and relevance in order to guarantee the rights and integral development of children. Due to the country's serious social conflicts, neither the purposes nor the expected solutions have been achieved. Nor has it achieved the political potential for building citizenship for peace. (Bustelo, 1998)

“There is no universal principle that determines what rights and obligations make up citizenship, but in societies where citizenship is a developing institution, an image is created of an ideal citizenship towards which people direct their aspirations and against which progress can be assessed” (Bustelo, 1998. p.242). Many children fail to develop and strengthen their capacities for good living.

Colombia has an extensive history that has developed in a context of continuous expressions of violence. Sixty years of armed conflict in Colombia make this one of the bloodiest countries in the contemporary history of Latin America: "Sixty years has cemented a history characterized by violence as a method of conflict resolution; as a form of exclusion, humiliation, discrimination, "intolerance in the treatment of differences; as a denial of the rights to life and liberty" Grupo de Memoria Histórica (2013). *Basta ya! Colombia* (p. 398). Violence does not seek, but it does impede human development, denying the basic choices of the people on whom it is exercised. The use of weapons is the most abusive and primary way to prevent people from exercising their rights or enjoying positive freedoms.

The violence in Colombia, as a result of the armed conflict, in a transitional stage towards peace is a matter of repeated concern for the effects it has generated for society, especially for those children who were born in the midst of the conflict and have suffered the various forms of violence in the diverse territories of the country. The structural violence of our country is framed in circumstances such as illegality, the violation of rights, the absence of dignified living conditions, the indifference and

abandonment of many regions by the state, the great gaps between the public and the private. Adverse aspects such as poverty, malnutrition²³, high rates of violence, including violence (domestic violence²⁴, mistreatment, sexual abuse), armed conflict²⁵, hostile situations generated by conflict and complex humanitarian situations such as displacement, poverty, inequality, inequity, injustice, ethnic and gender discrimination, increased delinquency, citizen insecurity, corruption, the growing forms of social exclusion expressed in the faces of violence, become problems that afflict the lives of children in Colombia.

Special features related to statistical reports on poverty figures in Colombia,

"According to the World Food Program, 43% of Colombians suffer from food insecurity."²⁶ The number of poor people rose from 8.5 million in 2016 to 9.6 million in 2018 - an increase of 1.1 million²⁷. In the same year²⁸, while multidimensional poverty that considers different variables such as educational conditions, childhood conditions, health, work and living conditions reached 19.6% for the national total. Monetary poverty, which is measured by family income, was 27.0%, which means that in Colombia 13'073,000 people are in a situation of monetary poverty. More than 3.5 million Colombians in the national total (7.2%) live today in extreme poverty. That is to say, they do not receive a salary that allows them to survive in dignified conditions, they live on less than \$4,000 per day (1,18 USD).

Conditions that translate into obstacles to guaranteeing not only rights, but also have a negative impact on those educational trajectories that begin in early childhood, in different scenarios of political socialization such as the school, the family and the community. Contexts in which children are unable to live a dignified life, or with opportunities for healthy growth. Nussbaum (2014), sees the concept of the political, and from an inclusive point of view, that which establishes living conditions on the basis of equality, trust and respect, influencing people's life opportunities throughout

²³ "12,000 cases, in 2018, of malnourished children."

²⁴ "4,500 cases of children affected by domestic violence."

²⁵ "591,567 children are victims of the conflict, with displacement being the victimizing fact with the highest number of cases." <https://www.minsalud.gov.co/Paginas/Los-niños-de-Colombia,-prioridad-para-el-Ministerio-de-Salud-y-Protección-Social.aspx>

²⁶ https://www.codespa.org/blog/cat/actua/hambre/?gclid=CjwKCAjwnMTqBRAzEiwAEF3ndg-LjOQtGzX1Ulx0rqkOhdqomCqSbE1POGLjDeR67raL-Ro63z1FB0CThAQAvD_BwE

²⁷ <https://www.eltiempo.com/economia/sectores/analisis-del-aumento-de-las-cifras-de-pobreza-en-colombia-370046>

²⁸ <https://www.dane.gov.co/index.php/139-espanol/noticias/ultimas-noticias/796-presentan-cifras-sobre-pobreza-en-colombia>

their lives. Recognizing that poverty is not only deprivation but also degradation. She argues that growing economic and educational inequalities in different countries contribute to many people leading stigmatized lives because of poverty, lack of adequate opportunities for education, access to adequate housing and basic services. (Nussbaum, 2006). Thus, "today, social and economic rights are human rights compatible with political and civil rights (...) a person who is in a poor position for lack of nutrition or health care cannot participate as an equal in politics" (Nussbaum, 2006. p 328). An aspirational political culture works to fulfil ideals, "it refers to an area of life in which all citizens can be expected to agree as long as they endorse basic standards of equal respect for all" (Nussbaum, 2006, p. 19).

At this point, Nussbaum (2006) would say "that the right without appeal to emotion is practically unthinkable" (p. 18), that is, that the exercise of the right take, into account the emotional state of people. Kahan, D & Bandes (1999a), quoted by Nussbaum (2006), indicates that he protects and defends the idea that societies must watch over the eradication of cruelty, and therefore it is in the obligation to secure the right: "The right has the function of protecting us in areas of significant vulnerability" (p. 24). In this way, the law not only describes emotional norms, but is also normative, dynamic and educational. For Nussbaum (2006), "Humans need laws precisely because we are vulnerable to harm and prejudice in many ways" (p. 19). This is how the idea of vulnerability is related to the idea of emotion: "Emotions are responses to these areas of vulnerability, in which we record the harms we suffer, might suffer, or fortunately do not suffer" (p. 20).

The violence in Colombia, as a result of the armed conflict, in a transitional stage towards peace is a matter of repeated concern for the effects it has generated for society, especially for those children who were born in the midst of the conflict and have suffered the various forms of violence in the various territories of the country. "Violence kills. Truncate the option for a long and healthy life. The armed conflict is profoundly harmful to education, "it makes force prevail over reason, coercion over conviction, the rifle over the argument", and teaches all of us that "in public life and daily life they do not count on which side justice is but on which side the bullets are." Violence can be learned both inside (through the hidden curriculum, relationships of carelessness and non-tolerance, implicit knowledge) and outside the school. Through education and school, peace can be felt as a way of life, as a result of learning based on an emotional experience: "People who practice peace are those who learned to work for their interests and to resolve their conflicts without resorting to violence" National Human Development Report (2003). *El conflicto, callejón con Salida*, (p. 105, 417).

The various violent expressions are translated into situations that are assumed as normal events in modern education, destroying the conditions necessary for the development

and growth of life by reproducing the violent interactions of their environment. A world without the protection of privacy and security will destroy children's greatest vital potential: "A right to the public is destroyed, that is, a right to see and be seen, to speak and to be heard" (Arendt, 1954, p. 47). Although education is conceived as one of the most elementary and necessary activities in human societies, which are constantly renewed through the births of new members, the child and the young person, subjects of education, find themselves adrift overwhelmed by the irruption of the new that each new generation produces, asserts and introduces as a reference of its time.

The school in Colombia has been there, in the midst of conflict, armed confrontation, memories and public demands for justice and reparation (Grupo de Memoria Histórica, *Basta ya!* Colombia, 2013). It is a school that, being in the middle of an eroded society, in the middle of "the intersection of the legal and the illegal", and not having "a sufficient, legitimate and effective state regulation, has been impacted by the ethical, political and economic context that determines it" (Pécaut, 2003, p. 102). In this scenario, on the one hand, schools cannot escape the possibility of producing and reproducing the kind of social relations, links and practices that conflict has generated throughout history and, on the other hand, as a political space that forms citizens denies its potential to transform the school context. The school, not having "sufficient, legitimate and effective state regulation", does not succeed in extracting itself from the possibility of producing and reproducing the type of relationships that conflict has generated throughout history (Pécaut, 2003, p. 102).

In educational legislation and at school, the cognitive aspect continues to take precedence, leaving aside emotion and emotional experiences, although these are the ones that prepare the fertile ground for good learning. Thus, the legal framework of public documents stipulated in the General Law of Education, known as Law 115 of 1994, Resolution 2343 of 1996 and Decree 1860 of 1994, the curricular guidelines of basic standards of competence of the Spanish language of the Ministry of National Education, "Pedagogical Sense of the Guidelines" (1998), the studies carried out by Rojas and Colb (2014), Abarca (2003), Barcelar (2009), allow us to establish that emotion is not contemplated as a relevant aspect in the legitimation through language and through the rights.

Nor do they find an articulation between curriculum design and emotional education in schools. For the mentioned authors, although teachers feel motivated and consider that emotional education should be dealt with in the educational context, they are not very clear about the orientations of the government's proposal in relation to the emotional dimension, nor what aspects and resources of emotional education should be considered in the classroom. It is therefore necessary to construct not only pedagogical guidelines in the discourses on emotion (as a transversal axis), highlighting its role in learning and its

relationship expressed in language, but also to dynamize a change in the role and training of teachers, in the structure and configuration of the school and, in fact, in interactions in the classroom.

Based on education, we need to work for a more inclusive society, since it is a question of repairing and not repeating in the educational context the model of violence expressed in discrimination, in intolerance, in the violation of rights, in the treatment of differences, in the experiences of loss of social and affective relationships, in the precariousness of democracy and in repressive solutions to address social conflicts such as corruption, racism, exclusion, inequity and inequality...

Given that there is talk of an education for peace that safeguards children's rights, tolerance for difference, compassion, peaceful coexistence where democracy reigns, citizen participation, in Colombia we find ourselves before a school in which there is a lack of articulation between curriculum design and emotional education. There is a lack of research and proposals for a true pedagogy of political emotions in the educational context. A school and a society that take little account of emotions in the school context to be thought of and used to create capacities, develop the potential of students, build citizenship and watch over the rights of children. A school that in many cases reproduces the model of violence that prevails in the social context and violates children's rights.

Placed in the heartbreaking context of the armed conflict in Colombia and the traces left by it on the bodies of children exposed to multiple expressions of violence, the researcher situates her research question on what this war has denied in childhoods and the way it has wounded and violated the subjects of the School. Given the need to encounter thought and emotion, recognizing that education is a process characterized by emotional phenomena, and the importance of placing political emotions in the context of intersubjectivity, the opportunity was considered to work on a doctoral thesis in two public educational institutions, one official and the other private, with fifth grade primary school children, based on the following research question:

Research Question

What are the intersubjective interactions between fifth grade students from two educational institutions, an official one and a private one, based on the political emotions they experience in school?

Objectives

General Objective

Understand the construction of intersubjective interactions established by fifth grade students based on the political emotions they experience, in two educational institutions, one official and the other private.

Specific Objectives

- Identify and characterize political emotions in school.
- Analyze interactions among students, based on the political emotions they experience in school.
- Relate political emotions and student interactions with peacebuilding citizenship in school.

Theoretical framework

Making children aware of their childhood, identifying, understanding and analyzing the intersubjective interactions they establish between themselves on the basis of their political emotions made it possible not only to relate these emotions with the interactions made possible by strengthening the construction of citizenship at school, but also to develop their capacities through the expression of their emotions. Spaces were provided in which children's voices were recognized as valid interlocutors; they played an active role in the exercise of citizenship, and co-responsibility with the public; in the recognition of the importance of their participation as a right in matters of their family, their school and their community. In the re-establishment of their rights based on their empowerment as subjects of rights and the strengthening of the co-responsibility of the family, the school, propitiating the consolidation of protective environments.

The thesis articulates psychological, pedagogical and social aspects, giving this research an original contribution in these three disciplines. It teaches clinical psychology of psychoanalytic orientation, how research can transcend from the individual psychic to the social. Sociology invites it to take, into account the role of political emotions and the individual psychic world in the different spheres of its work. Being the greatest impact in the pedagogical field of emotions, in the construction of a pedagogy for peace

and in a conception of a school that builds citizenship, whose philosophy is oriented towards peace and towards the strengthening of children's rights in the school context.

The research is carried out based on an approach to political philosophy, as well as with reference to a psychoanalytic paradigm that allowed us to explore, understand, interpret and find transforming meaning to the political emotions present in the interactions in the school -sensitive aspects of the complexity of human life- resignifying them. That is, based on the knowledge of the different people involved in them and not deductively, based on hypotheses formulated by the external researcher. This assumes that individuals interact with other members of their social context by sharing the meaning and knowledge they have about themselves and their reality (Martínez, 2015, p. 70)

While psychoanalysis studies and allows to understand, conceptualize and analyze what happens with emotions, how they are constituted in internal and intersubjective world and configure it in relations and interactions, authors like Nussbaum, starting from the approaches of psychoanalysis, incorporate a political perspective to the study of emotions. They maintain that in the configuration of the interactions of that internal and intersubjective world, the political emotions will be understood as they are expressed in the school, in the relations established therein, in the construction of citizenship and its context, which is the object of analysis in this research. Psychoanalysis allowed its application, as a methodology and as a thought, to the field of social research, focusing on the analysis of the relationships between the intra-psychic dynamics of the individuals who participated in the present research (students, parents, teachers) and the social environment to which they belong. Following the line of Hauser (2003), the psychoanalytic reading of the context considered:

1. The way in which, based on emotions, individuals configure the internal, subjective and unconscious world from their representations, beliefs, perceptions, feelings, defensive mechanisms, images, unconscious fantasies and emotions, expressed in the narratives of the social actors who participated in this research.
2. The intersubjective world of building interactions with others in the field, and
3. The context, or social and cultural world, in which relations were established on the basis of political emotions; in this case, values, beliefs, history and ideology.

For Nussbaum, *emotions* color the images of objects through the lenses of the past. Thought, by Nussbaum (2001), which has an appropriate place to shelter emotion: "Only an examination of thoughts can discriminate between those emotions" (p. 52). It is indispensable for Nussbaum (2001), then, to introduce thought into the definition of emotion. According to the author, emotions have identities and are distinguished by the way they are seen and considered. In short, Nussbaum conceives emotions as

human experiences charged with value and that have to do with our beliefs, thoughts, evaluations and plans; he considers them as ways of seeing, interpreting and understanding the world. Our appreciation of emotions "depends on what we generally think about the norms and values that seem appropriate to have". (Nussbaum, 2006, p. 47). Emotion is altered if belief is firmly altered: "Beliefs learned during the first years of life become deep habits and unlearning them requires a patient effort of attention and self-transformation" (Nussbaum, 2006, p. 50).

Method

In coherence with its epistemological perspectives, the thesis defines a path whose conceptual solidity comes from the design and creation of five workshops from which the most significant arrival of the research is woven, the recovery of the feelings of the children who participated in this adventure in two different school contexts, one of a private nature and the other of a public nature. The present research project was defined as a qualitative inquiry whose objective was to make a global approach to psychosocial situations in order to explore, describe and understand them in an inductive way. That is to say, from the knowledge of the different people involved in them and not deductively, based on hypotheses formulated by the external researcher. This assumes that individuals interact with other members of their social context by sharing the meaning and knowledge they have about themselves and their reality (Martínez, 2015, p. 70).

The research involved 26 students, thirteen students from each institution, aged between ten and twelve, along with teachers (4 from the Official School, 4 from the Private School), principals and parents from each school. Tía Nora Kindergarten and the Liceo Los Alpes school, in the city of Cali²⁹, is a private, urban, secular, mixed school with a day schedule: the Liceo has three International Baccalaureate Programmes: the "PYP" (Primary School Programme, from 4 to 12 years), the "MYP" (Middle Years Programme; includes ages between 12 and 16), and the "Dp", Diploma Programme (from 16 to 18 years, approximately). The other, "Julio Caicedo y Téllez", is an official school, school branch of the primary school, which is part of the Manuel Dolores Mondragón³⁰ Educational Institution, an official religious school, located in

²⁹ Kindergarten Tía Nora and Liceo los Alpes: www.jardintianorayliceolosalpes.edu.co

³⁰ Manuel Dolores Mondragón Educational Institution: <http://manueldoloresbolivar.edu.co>

the urban area of the municipality of Bolívar, Valle, a municipality that has been hit by guerrilla violence for several decades.

Schools respond to two distinct socio-cultural contexts. Each one constitutes a social reality with a fabric of particular interactions, with its own cultural and social frameworks, contexts in front of which reflections were made and an effort to understand their dynamics, capturing and analyzing reality, approaching social representations as forms of social knowledge, in their natural environment, as it is presented.

Five workshops were designed. Workshops 1 and 2, designed by the researcher, "*My emotions, our emotions in the family and at school*" (social cartography), and "*Connecting with our emotions*" allow students to project the configuration of their internal world in relation to their political emotions, the experience of their rights, and the quality of intersubjective interactions. For their part, the workshops, 3, 4 and 5, "Artists who represent reality through art", "The school, our environment in relation to political emotions in a post-conflict moment in Colombia, and the fifth, "Portraying my life" A meeting of two schools, account for the interactions established by students as political subjects with the social environment from the configuration of emotions of their internal world and the psychic lens with which they relate to the outside, or social context.

A first approach is established with the two public educational institutions, chosen (one official and one private), initiating the procedures relating to informed consent by directives, teachers, parents (bearing in mind that the participants in this research are minors) and students. Once authorization is obtained, fieldwork begins. The names of the participants do not appear; there is confidentiality and anonymity in order to protect their identities; the actors have autonomy to decide whether to participate in the study. If a student, parent or teacher decides not to take part in the research and not to participate, they are free to make their own decision.

In order to identify and characterize political emotions in the classroom with fifth grade students, inspired by the Nussbaum proposal (2001, 2010), several strategies were designed in order to think about and respond to the problem that arises in this research work. The strategies of the ethnographic method (relating to participatory observation, visual ethnography, cinematography, sound recordings and social cartography), as well as the projective techniques (narrations, illustrations, stories, songs) and pedagogical techniques (thinking routines, walking gallery, graphic organizers, among others) made it possible to collect, capture and analyze the information that was emerging from the school reality. The students identified and characterized the emotions that inhabit in their inner world, they explored through symbols those objects of interest that made

possible the visualization and the apprehension of the possibilities that life offers them. In addition, imagine the experience of another person, what others experience, think about their rights and analyze the interactions they establish with others from these political emotions that circulate in the school.

The analysis of the information of the data reported is sustained in a psychoanalytic approach and reading, considering the elements of oniric elaboration of the psychoanalysis in the interpretation of the dreams, in particular in what refers to the manifest and latent contents. Elements not opposed but interconnected that are present not only in dreams but in fantasies, in lapses, in illustrations, in narrations; in drawings, songs, poems and gestures; in photographs, audio and video recordings; in actions and experiences; in what is written, in what is said and in what is not said.

See in the following link, strategy designed for the analysis and interpretation of the data.

Link: Methodological route. Creation of a strategy for data systematization and data analysis. <https://spark.adobe.com/video/w2pSheWb29s85>

Productions of students, teachers and parents analyzed in the framework of the thesis, from the manifest and latent content.

	Social Cartographies Group Reflections.	Stories (most of them illustrated)	Various productions Stories, Poems, Songs, Acrostics Reflections, Illustrations	Graphic organizers. Group reflections.	Reflection on the Closing of Each Workshop.
Workshop 1. Students	8 (4 from each school)				1
Workshop 1. Parents	2 (school branch) 4 (liceo)				1
Workshop 2. Teachers Video. ("Where the wild things are")	8 (4 from each school)				1
Workshop 2. Students		13 (liceo) 16 (school branch) A student from school branch makes 3 stories.		4 (2 from each school) register concerns that arise about their sexuality.	1
Workshop 3. Students. Walking gallery. Artists			26 (13 from each school)	8 (4 from each school)	1
Workshops 4 Documentary. Veredal de Icononzo Work with masks.			26 de from each school	8 (4 from each school)	1
Workshop 5 Students.			26 Photographs.	8 (from both schools)	1
Workshop 5 Parents				2 (from both schools)	1
Workshop 5 Teacher				1 (from both schools)	1
Total:			169 Productions analysed.		

(Own source)

Some results (data analysis and discussion).

School Content Corner

The corners are places of encounter, that enclose the intersubjective gestures of the affective life of the children, the parents and teachers; That is why they are understood and claimed as a space and a time, as the place of experience, privileging the voices, the faces, the words, the testimonies of the children, who speak through art, the aesthetic experience of the encounter, from literary emergencies and narrations, illustrations, the cartographies carried out), unveiled in the workshops (of all her co-investigators) forming a shift towards their sensibility, a leap to the imagination. The information that begins to emerge between conversations, throughout the workshops, provides resources to use their personal stories and the context of the school to evaluate what happens.

The researcher wondered about the school, she could read its tears...

The thesis allows us to reflect on how political emotions are made operative in the midst of democratic fragilities and violations of children's rights to all kinds of dignified living conditions. A social cartography became a social cartography of the denunciation; of a school that denounces its emotions of fear, affliction and sadness through its beliefs, when teachers fear that the people and the school will disappear, leaving the old behind, watching the young leave, while the teachers enunciate how lonely and abandoned they feel because of the State's lack of attention, leaving them with a sense of loss.

Taking Nussbaum (1997) as a reference, we observe how teachers, in their narratives, express emotions of fear, affliction (sadness), jealousy & envy; expressed in the sensations of loneliness, abandonment, frustration and impotence, among others. In these reactions and interactions motivated by emotions that incite hierarchizing and social division, there is a tacit intention to ask for help, to try to make things different, by means of demands addressed to the State, to parents, to civil society.

The concerns of teachers are related to the problems of the infrastructure of the institutions, the particularities of the context and in relation to the educational community, problems such as the suicide of a student, an act that, in the context apparently, could generate a tendency to be assumed as a kind of model for solving the problems of children in similar situations, which do not allow them to think about life, project it or build it in another way. This is how throughout the workshop social discourses are formed around deficits, resentment, stigmatization, losses, sustained in the emotion of fear, which, in their fantasies is reflected not only in the threat of a collapsing roof, but in the sensation of a continuous threat of disappearing from the

school, because there is no structural floor that supports the school in its essence, and the teacher in his role as a teacher, a fact that reveals a psychic floor that moves, being all detained and stagnant in their emotional responses, in the face of serious misfortunes that have not arisen because of their guilt.

Having a profound need of the state, it is as if teachers think that their true resources are outside of them, without considering that the resources they really need reside within them and in their virtues. Harmful beliefs, because they deprive them of confidence and take away the stability of action. However, by denouncing their fears and insecurities, they reflect the hope that something will be thought about and transformed in the school, motivating in it an appropriate action.

Doing workshop and drawing in the corners of the school

The researcher, wondered about their voices, carrying out workshops, drawing, narrating, making stories, interacting, being together with them in private and official contexts, through which she realized that social constructions of emotion are transmitted through encouragement, parental actions and instructions, long before society models the child, because children are taught what and who to fear, who to love, who to trust, what occasions of anger are reasonable, and what behavior is shameful or results from guilt. In a creative and autonomous way, accessing their fantasy and imagination, children through their narratives had the opportunity to come into contact with their own emotions expressing their magical thinking, make connections with their own history of emotions and build attachment bonds and family relationship plots.

Cartography of fear, "the look of the crazies..."



In their social cartography and in their drawings and stories, the students confirm the experience of the school as a place where anyone in the community can easily access the school, the children feel fear and insecurity in front of those people who suddenly appear through the windows selling food products to the teachers when they are in class, suddenly and without control, as happens with the "indigents". We are afraid of the madmen who enter the school... they look at us when we are in class, and you don't know what they are thinking and why they are looking at us, we are afraid that something will happen and they will scare us", "...there are many drug addicts, thieves and there are madmen", "...in the street they are stealing children". Emotions, like thoughts in general, seem to be quite promiscuous: they admit relationships with all the elements of mental life, "Nussbaum (2008, p. 25).

In the corners of the house and family...

The development of the psyche invites us to recognize in the individual (in the students) the permanent exchange of objective and subjective experiences, in which the early experiences of childhood (many of them take place in the construction of interactions that are established in the spaces of the house), the objects that inhabit his internal world, and the way in which he has internalized them, will configure in his

mental state a map of emotions, a geography and an emotional climate that will be the terrain for future object relations, links with himself and with his environment.

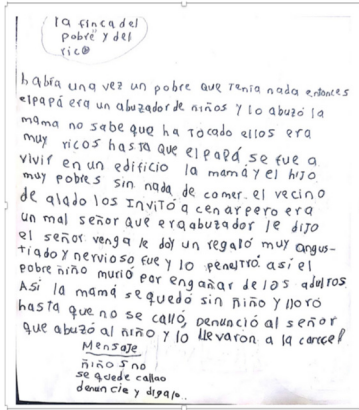
When investigating with the mothers for the experience of the spaces from the political emotions that circulate in the corners of the house and of the homes we observe how adults in their interactions leave primary mnemonic traces in their children from an early stage of development. With Nussbaum (2001) it could be said that in the spaces of the home emotions develop in relation to intimate, narrow attachments, in the construction of early intersubjective links of development.

This is how mothers find it difficult to connect the fear reactions of their children with their fears, which they pass on to their children. Nor do they become aware of how they participate in the interiorization of fears in them. It seems that they do not understand that their fear has to do with theirs... They present difficulty in connecting the action of care with emotion, they dedicate themselves to the external function and not to the contact and emotional connection, to the feelings and thoughts that inhabit their children.

The possibility of thinking about emotions and understanding how they affect interactions begins to generate in the group of mothers an environment conducive to building different relationships, based on respect for others, and opportunities for their children to feel empathy and compassion towards their parents. They begin to talk about the stories and workshops, about what their children had shared with them. They value this type of work and methodology, with which they feel taken, into account, important, with which they are invited to think and allowed to catharsis, and they are open to new possibilities. The mothers, from a cognitive-evaluating perspective, through the reflection of the experience in the workshop and through a social reconstruction based on the recognition of the emotions and interactions that inhabit the spaces, begin to be aware of how these are part of the internal world and of the human freedom of their children.

Doing workshops with them also, the Researcher finds the case of Maicol, in which emotions are counted...

Doing workshops the Researcher find Maicol's case where emotions are told...



**The farm of the poor and the rich. Maicol.
 (Transcription of the story)**

"Once upon a time there was a poor man who had nothing, so his father was a child molester and abused him. Mom does not know she touched him. They were very rich until Dad moved into a building. The mother and son, very poor, with nothing to eat. The next-door neighbor invited them to dinner, but he was a bad man who was a bully. The Lord said to him, "Come, I give you a gift. Very anxious and nervous he went and penetrated it. Therefore, the poor kid, he died because the adults cheated him. So the mother, she ran out of child and cried until she fell silent. He denounced the man who abused the boy and took him to jail."

"Message: Children, don't be quiet. Report it and say it."

Maicol is constituted, in analytical and political terms, in an emblematic child who tells and represents what may be happening to many children in this country. He is a child who is suspected, is being sexually abused, a situation that places him in an axis of opacity to be thought as a political subject. He is a very labile and very weak child, who cannot confront his situation alone, because he feels very vulnerable and in permanent threat, which simultaneously generates states of radical violence, such as the fact of drowning three cats and manifesting suicidal desires or mutilating himself; attitudes that show in his fantasy the way to put an end to the terrifying pain, without a name, that inhabits him, expressing in this way his feeling of impotence in front of the life that has touched him to live. Wanting to burn the house, if the aunt leaves him alone again, speaks of all the frustration, deep pain and despair generated by his feeling of loneliness, an experience of abandonment that he cannot handle, it is as if through his resulting aggressive tendencies, seeks the protection and affection he needs.

Manifestations that do not represent signs of adequate mental health, or behaviors that can be considered "normal" in a child his age. His functioning and dynamics in the order of perversion, and a psychotic background, product of the terrifying experiences he has lived, of anguish, pain, mistreatment, abandonment and loneliness, gives the impression that it was reaching the limit, that it is on the verge of no longer being able to sustain himself alone. "On the brink of madness".

Maicol's illustration.

Doing workshops the researcher find Maicol's case where emotions are told...



**Title of the illustration:
"Farm of the poor and the rich, treated by the death of the poor."**

In his illustration he recreates and recounts the rape and sexual abuse to which he has been subjected, seeing in his drawings a common denominator of destructive elements.

Maicol's need to make three stories embodies the child's urge to talk about his current abuse, making a big request for denunciation and help to the investigator: to protect him from the rapist. He is desperate, in a situation that he can no longer stand or tolerate, turning the three stories into a complete confession of what is happening to him: "... never leave the children, nor with neighbors or with uncles, it is a dangerous, because those people, uncles and neighbors of all kinds, can rape or do something to the children". In his denunciation, he shows how he has not been able to enjoy pleasant experiences; nor has he been able to avoid the events that produce pain, trauma, tears, and that are not beneficial for him.

In this way he perceives the external environment, from the hostile internal contents that inhabit. The external environment is a mistreating and mistreating environment. In the scenes he recreates, monsters represent beings from the outside world, or "disguised people," beings who "are going to eat him" and "are going to hurt him," without having to see the monsters with their own emotions or with their internal experiences.

Then, in view of the scenario described above, how to consider Nussbaum's focus on children's capabilities as Maicol? Capabilities are not simply abilities resident within a person, but also include the freedoms or opportunities created by the combination of those personal faculties and the political, social and economic environment"

(Nussbaum, 2012, p. 40). We find ourselves with a society, a school community and a State that do not guarantee all its citizens a minimum level of appropriate and opportune conditions.

To a lesser extent emotion are recorded that undermine morality, like what happened to Maicol. Shame prevails in students, manifested through resentment, lies, silence and attacks on esteem, along with anger and aggression, expressed in the violation of rights (3P) and injustice (resentment, resentment and hopelessness), the desire for destruction, revenge and retaliation. To experience these emotions, depends on the beliefs and the value they attach to them, whether they are true or false, appropriate or inappropriate, justified or unjustified, reasonable or unreasonable.

Boys and girls show interest in having elements to solve their conflicts in a peaceful way, the possibility to make autonomous and responsible decisions, to respect human diversity, and to consider the other as a human being. They show concern for the common good, for how to build bonds with others and their environment in an ethic of care, for being able to understand themselves as being collective, with awareness of their own rights and the rights of others, and for what they can dispose of and enjoy in community. Children are citizens who have rights because they are human beings and belong to the human species. This opens a horizon; we are all citizens not because of the privileges they have but because of the rights we have.

The art a possibility to reconcile, to warn the pain, to weave and to repair.

Going through the corners of the artists and the post-conflict, was valuable for them, besides having access to knowledge and important information, they were more focused on their emotions and feelings than on their knowledge and inspired by the work of the artists, political and patriotic love emerged strongly. Giving them art resources to understand the other, strengthen in them moral motives, extend compassion to the pain of others, indignation to injustice and encourage a dialogue between emotion and principles.

Art becoming the possibility to reconcile; in this process of basting, reconfiguring and consolidating themselves as persons, as subjects, but also as a community and as a collective, to gain strength, to continue advancing in their lives, they could think of themselves in a different way in their reality; gestate transformations in them, reconfiguring the subject in a different way. They went from an initial attitude of passivity, in which they felt they could not do something for others, to thinking and assuming active positions as citizens and social subjects, capable of doing something for themselves, for the other and their community.

Conclusion

Students will be able to take part in valuable projects, imagine possibilities that improve the world, that involve sacrifice and progress towards the improvement of annoying social problems, and put them into practice. And thus, to manifest feelings of generosity extended to others and to all humanity. Therefore, strengthening national sentiment from an early age can play a valuable, essential role in creating a decent society in which freedom, justice and equality of opportunity are truly within everyone's reach. Education, in the author's terms, is an objective and constitutes one of the main fields that represent an opportunity and a commitment in the formation of a sympathy and a political culture of appropriate emotions, and in which the adoption of inappropriate forms of hatred, disgust and shame will be discouraged (Nussbaum, 2014). For Nussbaum, childhood is that space where the seeds of human helplessness are contained, of some valuable resources for the development of compassion, of the capacity to be interested in others, freely express their opinion on the situations that affect them and have their voices considered.

In affinity with the Public Policy for Children, in the different scenarios and workshops, children were listened to, had the opportunity to exercise their right to participation, identifying political emotions, reflecting on how they were present in their interactions and favoring the positioning of their perceptions and opinions. As subjects of rights, and from their social imaginaries, and their own knowledge, they have the possibility of recognizing differences, and from their political condition, to contribute to the creation of a healthier environment of coexistence by creating agreements, resorting to dialogue, making visible the transforming action of participation and with the capacity of reparation when the situation warrants it.

The children's narratives become a tool for them to express their opinions, situations of violation of rights, many of which occur in their homes, on the street or in different spaces; in this way the drawings and narratives become a stage for denunciation, to which it is necessary to pay the necessary attention, to initiate a process of activating routes of attention. According to each specific situation that arises.

We would speak of learning environments that listen to the voices of children: what they have to say and contribute on the basis of their understanding; what are for them viable or non-violent solutions to the conflicts and problems they face; what are for them the ways to alleviate fear, hostility or human suffering as a result of inequality of wealth, injustice, discrimination, stigmatization, the different forms of violence, the violation of their rights. How, through various artistic expressions, they find solutions to foster in them and in their environment those political emotions with which they build citizenship and weave the possibility of living in that world in which they dream

and in which their dreams may be possible. Thus, education for peace, reflective inquiry guided by questions, by a process of dialogue, exploration and confrontation, provides students with a basic understanding not only of the topic to be worked on but also of the emotions that arise, that emerge and that connect the student with his inner world, with his environment and with stories of interactions.

In this process of building an education and pedagogy for peace, not only teachers and students but also parents, non-professionals, and other professionals, artists, scientists, and pedagogues must be considered, giving rise to fortuitous, unexpected encounters, forming among all learning communities in which everyone learns from everyone, in a collaborative manner, crossing intergenerational, intercultural, and social barriers.

The social agents who participated in this research think of emotions as that which is present in their lives and in the school environment, in coexistence, and allows children from an early age to learn to live in an inclusive community, to be social subjects of rights in the exercise of citizenship, as well as in the peaceful resolution of conflicts, accommodating human diversity and the common welfare of all: "...we think that emotions are evident all the time, they are present in us; in the relationships we build, in the way we resolve conflicts; in the agreements of coexistence, in the exercise of our rights and in democratic participation in the classroom, in the school and in the community; in respect for difference."

References

- Arendt, H. (1954). *The Crisis of Education*. Londres: The Digital Couter-Revolution.
- Autor, (2019). Doctoral Thesis, School as Experience, Political Emotions, Moral Imagination and Citizenship for Peace. Doctorate in Social Sciences, Childhood and Youth, Center for Advanced Studies. University of Manizales - CINDE. Doctoral Thesis fulfillment Summa Cum Laude. And recommended for publication.
- Bernal R. & Camacho A. (2010), La importancia de los programas para la primera infancia en Colombia. Documentos CEDE (Centro de Estudios sobre desarrollo Económico. ISSN 1657 – 5334. Universidad de los Andes. Facultad de Economía.
- Grupo de Memoria Histórica (2013). ¡Basta ya! Colombia: Memorias de guerra y dignidad (Informe general). Recuperado de;
<http://www.centrodememoriahistorica.gov.co/descargas/informes2013/bastaYa/basta-ya-memorias-guerra-dignidad-new-9-agosto.pdf>.
- Hauser, U. (2003). *Introducción a la investigación social desde el etnopsicoanálisis*. Revista Subjetividad y Cultura, No 19. México. <http://subjetividadycultura.org.mx>

- Informe Nacional de Desarrollo Humano (2003). *El conflicto, callejón con Salida*. Bogotá, Colombia.
- Kahan, D. M. & Bandes S., (1999a). *The Progressive appropriate of disgust*. New York, USA: University Express *The passions of law*. (pp.63-79).
- Leo, U. & Alfredsson, E. & Anderson, L. & W. Flinck, A & Rassmusson, B. & Wickenberg, P. (2014). *Enforcing Child Rights Globally*. Experiences and Reflection from the international Training Programme on Child Rights, Classroom and School Management. Lund University, Lund Sweden, 2014.
- Ley General 115 de Educación (1994) y la resolución 2343 de 1996 y el decreto 1860. Buenos Aires. Paidós.
- Martínez, M. (2015). *Ciencia y Arte en la Metodología Cualitativa. Métodos Hermeneúticos. Métodos fenomenológicos. Métodos etnográficos*. México: Trillas
- Maturana, H. (2002). *Emociones y lenguaje en educación y política*. Santiago de Chile, Chile: Dolmen Ensayo.
- Ministerio de Educación. (1998). *Sentido pedagógico de los lineamientos*. Bogotá, Colombia: Ministerio de Educación Nacional.
- Nussbaum, M. C. (1997) *Cultivating Humanities: A Classical Defense of Reform in Liberal*, Cambridge, England: University Press.
- Nussbaum, M.C. (2001). *Upheavals of Thought: The intelligence of Emotions*. Cambridge, England: University Press.
- Nussbaum, M.C. (2006). *El ocultamiento de lo humano. Repugnancia, vergüenza y ley*. (Trad. Traducido por Gabriel Zadunaisky). Buenos Aires, Argentina: Katz editores.
- Nussbaum, M.C. (2008). *Paisajes del pensamiento: la inteligencia de las emociones*. Barcelona, España: Ed. Paidós.
- Nussbaum, M.C. (2010). *Sin fines de Lucro. Porque la democracia necesita de las humanidades*. (Trad. María Victoria Rodil. Katz). Buenos Aires, Madrid: Discusiones.
- Nussbaum, M.C. (2014). *Emociones políticas. ¿Por qué el amor es importante para la justicia?* (Trad. Albino Santos Mosquera). Barcelona, España.
- Pécaut, D. (2003). *Violencia y política en Colombia: elementos de reflexión*. Bogotá, Colombia: Hombre Nuevo Editores.

Empowering Student's Participation in Establishing School Disciplines

*Senowarsito*¹, *Yuli Kurniati Werdiningsih*²

¹ English Education Department, Universitas PGRI Semarang, Indonesia

² Javanese Language and Literature Education Department, Universitas PGRI Semarang, Indonesia

Corresponding author: senowarsito@gmail.com

Keywords: Empowering, Participation, Student's Role, School Code of Ethics, School Discipline

Introduction

School as one of the institutions is responsible for managing education to realize the national goals of education. The school should promote core ethical and performance values as the foundation of building learner's expected competencies. Schools in all levels in Indonesia generally have implemented school code of ethics or discipline to maintain the conduciveness of the educational process, as it is suggested in the Regulation of National Education Minister Number 19 of 2007 in which schools in all levels should implement code of conduct to guideline school code of ethics or discipline. The school discipline generally contains obligations, student rights, student restrictions or prohibitions on behavior in schools, as well as sanctions for the ones who violate the rules. The school disciplines are set by the principal through the board of teacher meetings by considering the input of the school committee and students.

The purposes of this present research were revealing 1) the school discipline practices; 2) how students were involved in preparing school codes of ethics; 3) the perceptions of school policy makers on the student's roles in constructing the school discipline; and 4) a model to empower student's participation in establishing school disciplines.

The questions addressed here were 1) how is the school discipline practiced; 2) to what extent were students involved in preparing school codes of ethics; 3) what were the perceptions of school policy makers on the student's role in constructing the school discipline; and 4) what were an appropriate model to empower student's participation in establishing school disciplines.

Watson (1995) emphasized that practical ways to increase a school's resistance and promote a safety program is that everyone in the community should be involved. It means that the effectiveness of the application of school discipline is influenced by the extent to which all parties, including students are involved in drafting the school discipline. Accordingly, schools should give a role to the students to be involved in school policies. Involving students applies and follows to democratic principles, fosters a positive atmosphere in which individual contributions are valued, and also considers the best interests of all students in school policies. This is in accordance with the Convention on the Rights of the Child (CRC) that has been ratified by Indonesian Government on August 25th, 1990 with Presidential Decree number 36/1990 and the Law Number 23/2002 on the Child Protection on October 22nd, 2002 (revised by Law No. 35/2014), that the government guarantees the right of children to actively participate in expressing their opinions or views. Moreover the CRC of Article 12 on paragraph 1 addressed to the school authorities to assure the student' right to express his or her own views freely in all matters affecting him or her.

In Indonesia, the fulfillment of children's rights is guaranteed in Law Number 20, 2003 at the Article 1 concerning the National Education System. This law guarantees the fulfillment of children's educational rights so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed in their lives. This was reinforced through the regulation of the Minister of Women Empowerment and Child Protection of the Republic of Indonesia, Number 8 of 2014, which issued a policy of Child Friendly Schools throughout Indonesia. The policy places child-friendly schools as schools that have planned to ensure and fulfill children's rights in every aspect of life. Schools ensure there is no discrimination because every child has the right to be able to live to grow, develop, and participate appropriately according to human dignity, as well as get protection from violence and discrimination. Schools must provide opportunities for children to develop their potential without fear of acts of violence or humiliation. Students are involved in educational and social activities in order to encourage children's natural growth and development, one of which is to participate, namely the right to have an opinion and be heard.

This study is considered significant since school discipline and character education continues to be the main concerns in Indonesian schools (Regulation of The Minister of Education and Culture Republic of Indonesia Number 54, 2013). This ministerial regulation is about competency standards for primary and secondary education graduates in the 2013 curriculum. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, responsible, and positive contributors to the civilization. The 2013 curriculum emphasizes greatly in building students' characters, developing relevant skills based on students' interests and needs (Ahmad, 2014). In addition at achieving the required academic standards, this curriculum aims at maintaining standards of conduct required, one of which is to enforce discipline.

Discipline is considered as an aspect of moral guidance to promote character development, and to provide a school climate conducive to learning. Schools place school discipline as one of the instruments of character education to guide the students to adhere the expected core values as behavior. However the effectiveness of school discipline practices on student behavior is still questionable. So far the process of constructing effective discipline practices is still remaining on discussion among education communities. Therefore, this study is limited on the contribution of student in constructing school code of ethics since the students are the object of discipline practices, and how school authorities support empowering student's participation in any school policies.

Previous research

Previous researches discussed on school discipline in different places and different perspectives. Devine (1996) and Mercy & Rosenberg (1998) investigated school violence and ineffective disciplinary practices in public schools. Mercy & Rosenberg found that school violence in American Schools, such as disrespect for school authority and procedures, fighting, gang-like behaviors, and bringing weapons or drugs to school are catalysts to disciplinary actions. Students have impeded the educational process through severe behavior infractions warranting disciplinary responses. Center for Civil Rights Remedies (2013) demonstrates that many suspensions are the result of minor infractions of school rules, such as violating dress codes, truancy, excessive tardiness, cell phone use, loitering, or classroom disruption. As Asia Sentinel (2017) reported that violence in Indonesia's schools was rising with aggression among students, brawling, bullying and, in a frightening breakdown of discipline, attacks on teachers and even fighting between parents and teachers.

Nelson (2002) offered a number of recommendations regarding components of effective school discipline practices. Rewarding students for good behavior and positive contributions to the school community is important. Effective discipline practices are built through consistency and teamwork involving all stakeholders and need continuous evaluation for reducing school disruptions. Losen & Gillespie (2012) and Losen, et al, (2013) suggested that effective school leadership and positive changes at the school level reduced suspension rates as a result.

Rationally, student's appropriate behavior is essential to their competence to attain successful educations. To accomplish the expected goals of education, a disciplined atmosphere should embed in education process to provide learning experiences that encourage responsible behavior and discourage misconduct. To create a discipline atmosphere, school policy makers should involve all stakeholders in their designs and the discipline practices must be custom designed by all participants including parents and students (Nelson, 2002). It means that school authorities should provide a hearing process for students to present their perspectives to increase students' appropriate perceptions of discipline practices. The involvement of the students in creating, launching, and communicating discipline policy increases the student's positive response to school discipline. Kohn (1996 in Nelson, 2002) emphasizes that students who are able to participate in making decisions at school are more committed to decision making.

Good communication and shared values are important elements in the relationship among the school communes (Duckworth, 1984). Once rules have been communicated, fair and consistent enforcement will be greater when all individuals are responsible for enforcement. The factors affecting the usefulness of the implementation of school discipline on student behavior come from leadership, unfair and inconsistent enforcement, and also students' satisfaction with school discipline policy (Duckworth, 1984, Gottfredson, 1989, Black and Downs, 1992, Gaustad, 1992). Student's satisfaction with school discipline practices was related to how far the students themselves recognize the school discipline.

Since the goals of school discipline are to ensure the safety of students to create an environment conducive in learning process (Gaustad, 1992), it is essential to place positive discipline as the main concerns to reach them. Positive discipline respects children's right to healthy development, protection from violence, and active participation in their learning. It is about teaching nonviolence, empathy, self-respect, human rights, and respect for others (Durrant, 2007). Thus it is essential to create disciplined school environment free of violence in learning process, how to construct effective discipline practices, and how principals, teachers, students, administrators,

parents, and school board members have better roles to involve in school discipline practices.

Methods

The focus of this study was to examine the social phenomenon relating to the school discipline practices, the extent to which students are involved in preparing school codes of ethics, the perceptions of school policy makers on the student's roles in constructing the school discipline, and a model to empower student's participation in establishing school discipline. As this research concerned on social phenomenon, this research was designed as qualitative research. (Huberman & Miles, 1994)

Sample

The study was conducted for 20 Junior high schools, which are typically for students aged 13-15 years. Those schools came from 5 (five) regencies in Central Java and were selected based on that those schools have already had regulation of the school or code of conduct to guideline school code of ethics or discipline. The respondents involved 20 principals, 20 teachers, and 40 students who represented from the each selected schools. The 20 teachers were selected randomly from each school. The 40 students were selected from those who were in charge in student's council in each school, such as the head and the secretary of the council.

Data Collection

Data was collected through documentation study, questionnaires, and depth interview to school principals, teachers, and students of the observed schools. The data collected from documentation study were relating to written documents of school codes of ethics implemented in the school and documents the number of violence done by students in three year-period. The primary data sources were the respondent's answers of questionnaires in the form of open-ended questions to get information relating to the roles of the school authorities, teachers, and students in constructing and implementing school discipline or codes of ethics; the responses of the students on the discipline; the obstacles faced by the school authorities, teachers, and students in implementing the school discipline; the form of sanctions or punishment done; the best practices to overcome students' misconduct or misbehavior; and the perception of the authorities on the roles of the students in discipline practices. The 15-20 minutes tape-recorded depth interview conducted for 5 out of the 20 selected principles, 10 out of the 20 selected teachers, and 15 out of 40 selected students to confirm the information given

by them in the questionnaires and some information needed which were not covered in the questionnaires, such as to what extent the student's involvement and participation in developing school discipline or in reducing violence and misconducts is. The interviewees were randomly chosen.

Data Analysis

In general, data were analyzed by data analysis procedures introduced by Huberman & Miles (1994). Data analysis provides ways of data reduction, data display, and conclusion drawing and verification (Huberman & Miles, 1994). Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the written answers from respondents and recorded documents and notes. Data displayed in an organized and compressed assembly of information that permits conclusion drawing. To answer the questions relating to school discipline practices, student's involvements and roles in preparing school codes of ethics, and to the perceptions of school policy makers on the student's roles in constructing the school discipline, the data were analyzed by identifying and looking for significant importance of responses received. To examine a model to empower student's participation in establishing school discipline, it was analyzed by looking for significant importance of responses received, identifying relationships between data sets, and attempting to find explanations from the data. Peer debriefing was used to ensure that personal bias had been identified and eliminated from the collected data to establish the dependability, confirmability, and trustworthiness of the data analysis.

Results

School Discipline Practices

It was found that generally the observed schools implemented school code of ethics or school discipline from the time when the Indonesian Education Minister published regulation number 19 of 2007. The purpose of implementing school discipline was creating an orderly school environment free from violence such as disrespecting for authority and school procedures, misbehavior, bringing weapons, consuming drugs, student-on-student fighting, verbal abuse, sexual violence, and bullying. Accordingly, the schools were working to make up effective discipline practices. It was also found that school discipline practices are carried out in various ways. The Table 1 below shows the kinds of the school discipline practices implemented in schools.

Table 1.

The Kinds and the Number of School Discipline Practices

Nos	Kinds of School Discipline Practices	f	f %
1	Establishing a book of school norms and ethics	11	55
2	Publishing school norms and ethics in the form of decree of principal	8	40
3	Implementing the Islamic principles as the main sources of school ethics and norms	1	5
Σ		20	100

The 11 (55%) out of observed schools established a book of school norms and ethics consisting obligations, prohibitions, sanctions, scoring of violation points, and rewards for students. The book also included the values of devotion, courtesy relationships, environment care, and other rules that support teaching and learning activities, such as dressing up at school, and in-out of school hours. The book was intended as guidelines for students in speaking, behaving, acting and carrying out daily activities at school.

Student obligations included wearing school uniforms; wearing sports clothing when exercising; keeping the conducive circumstances in the classroom, in the library, in the laboratory as well as in the other learning activities; maintaining and caring for plants in the school; getting used to maintaining cleanliness inside and outside the classroom, restrooms, school yard, and school environment; completing assignments given by the teacher or school; attending the flag ceremony every Monday; participating in flag ceremonies in commemoration of national holidays; and following the ceremonies or activities in commemoration of religious holidays in accordance with their religious affiliations.

Prohibition of students included violations of the rules set by the school and violations of community norms and or religious norms. The ban had been detailed in the book, such as on: scribbling on walls of buildings, school fences, furniture, and other school equipment; carrying, distributing, or consuming cigarettes, liquor, and / or drugs; dating in the school environment; speaking dirty, cursing, insulting, bullying or calling the name of a friend with profanity; fighting inside and outside of school; disposing of waste improperly; committing criminal offenses, such as composting, intimidation, stealing and others; bringing firecrackers, weapons or other tools that endanger others; bringing, reading, viewing or circulating pornographic literature, comics, or images; gambling while at school or outside school; committing sexual harassment or other immoral acts; tattooing; eating and drinking during class time; bringing money in excess of the provisions; and wearing jewelry while at school.

Sanctions are given to students who violate the rules set by the school. Penalties are given to students in stages according to the degree of faults or violation committed. Penalties can be given in the form of direct verbal warning; recording in the violation

assessment book; giving a certain task; giving a suspension; and handing back to students' parents (expelling from school).

School established listed negative score for violators. Students who violated the rules listed in this book are subject to the sanctions. The schools gave minus scores (-1 to -100) for the students who once violated or broke the school norms. The minimum minus score (-1) was for minor infractions of school rules, such as violating dress codes, cell phone use, loitering, or classroom disruption. The maximum minus scores (-100) was for serious misbehavior, such as involving and being convicted of crime, or making immoral or obscene, and such. The scores were accumulated periodically at the end of the semester. The accumulative minus scores of a student were used by the schools as a report for parents in giving sanctions accordingly. However, the school also gave reward to students who had academic or non-academic achievements.

The homeroom teacher is responsible for recording the development of guardianship student behavior, whether it is sourced from fellow teachers, classmates, the surrounding community, or from students' parents. These records of student behavior are used as consideration for schools as an evaluation on the students' character progress and to determine the form of sanction or punishment.

Some schools (8, 40%) published school norms and ethics in the form of decree of principal consisting student's obligations, prohibition, sanctions, but without scoring of violation points. The content of the student's obligation, prohibition, and sanction was slightly similar to the first group above. The sanctions or punishments were given just the once student violate the school norms. The forms of punishment were varied based on the level of the violence. The punishment tended to be punitive, such as reading a book, cleaning bathroom, or the worse one was wearing a discipline enforcement vest. An orange-striking discipline enforcement vest (similar to the Corruption Eradication Commission's uniform) had to be worn for one day by students who seriously violated the school norms, so that all school members knew if there were students who violated the rules. In this case, the schools still believed that punishment was an alternative way to improve students' bad behavior or irresponsibility.

The rest, one school implemented the Islamic principles as the main sources of school ethics and norms, since it was an Islamic school. This school was a religious-based school that adopted Islamic teachings in conducting education in schools. Religious-based schools were like other general education institutions that taught general subjects but religious subjects were more dominantly taught and students were required to practice or apply religious teachings to daily activities. Islamic principles were implemented as a basis for developing student characters, including in enforcing

student discipline. The most important discipline that was applied to students was worship discipline. The school leader placed religion as the pillar of life, which taught about goodness. He believed that worship was a religious order. With the discipline of worship, it made children understand that in this life, the relationship with the Creator of the universe is so important. The discipline of worship contained the intention of always being on time and obeying it. According to the principal of this school, discipline was enforced through habituation, namely habituation in morals and faith, and habituation in worship. Habits in morals and faith were done through habituation such as using uniforms, keeping the environment clean, respecting the teacher, respecting the older, respecting others, etc. Habit in worship was carried out by praying in congregation, or *dhuha* prayer (*sunnah* prayer in the morning), habituation *infaq* (daily charity). The school was not using violence in giving punishment. In depth interview, it was found that the school still often gave punishment to students by asking them to go to a library or special room to recall or read the content of the Koran for a few minutes.

However, there were 5 (25%) out of observed schools has already employed parts of positive discipline by respecting on the student's achievements. For example, by giving exemplary pins to the students who have extraordinary academic or non-academic achievements or those who involve in the board of intra-school student organization. The exemplary pin must be used in school every day, so that it is expected that they can be role models and deserve to be emulated by other students.

It could be said that all schools had applied school discipline by using different principles and methods. However, the question was to what extent the schools involved students in setting the rules of the school. From the questionnaire answers given and the results of in-depth interviews, the student role, the perception of the principal and teachers on student's role, and a model to empower students on school discipline can be described as follows.

The students' roles in preparing school codes of ethics.

The results of the study show that almost all observed schools (95%) never involved their students taking part on constructing or preparing school code of ethics. Students were only involved in classroom regulations or in student council regulation. Only one school involved representative students in preparing school rules. In this case, the school invited the student council and student representatives from different grades sitting together with the school authorities, teachers, and school committee in the form of annual sharing forum or discussion.

The main reason of not involving students in constructing the school discipline was that the school code of ethics had already been made and implemented for many years. They thought that establishing school regulations was the school authorities' rights and responsibilities and students have no capacities to contribute in formulating school regulations. Some principals (65%) and teachers (60%) believed that the students tended to use their own perspectives, which cannot be generalized for all students.

The perceptions of principals and teachers on the student's roles in establishing the school discipline.

The perception of principals and teachers on the student's role in establishing the school discipline can be described in the following table 2.

Table 2.
The Principal's and Teacher's Perception on The Student's role in Establishing School Discipline.

Nos	Perception	N of Principal		N of Teacher	
		agree	disagree	agree	disagree
1	Introducing students to school ethics and norms.	20	0	20	0
2	The school ethics and norms need revision annually	4	16	7	13
3	Involving all stakeholders in establishing the school ethics and norms	20	0	20	0
4	Involving students in establishing school ethics and norms	9	11	4	16
5	Students have capacity to contribute on developing school discipline	5	15	9	11
6	Students are mature enough to deliver their ideas	5	15	6	14
7	The student's participation lead their respect on the school rules	17	3	16	4
8	The involvement of the student reduce violence and misconducts	5	15	7	13
9	The students care to the school ethics and norms	18	2	16	5
10	Inviting student representative in school forum	9	11	5	15
11	School needs to hear student's voices	20	0	20	0

The Table 2 above illustrated the perception of principals and teachers about student involvement in drafting the school rules. They still thought that the involvement of the students in setting the school rules was not required. All respondents, principals and teachers, agreed that in drafting the school rules should involve all stakeholders and the approved regulations should be communicated to students. They also agreed that schools should listen to the aspirations of the students. However, they were not having enough confidence on students' capacity. They felt that students had not yet the ability, insight, and maturity to participate in determining school policy. They didn't agree that the involvement of the student in drafting school rules reduced violence and

misconducts, but they agreed that the student's participation lead their respect on the school rules.

The above data show that at the level of perception, principals and teachers as policy makers still considered that the involvement of students in setting school rules was not yet needed. The main factor was that principals or teachers who had not been able to give confidence to the students to involve at school policy. Another factor was a cultural background that did not provide a place for children to participate in determining their interests in daily life practice, whether at home, in the community, or at school.

A model to empower student's participation in establishing school disciplines.

In Indonesian, the national curriculum emphasized greatly that school discipline should be considered as one of the aspects of moral guidance to promote character development. School discipline aims at providing a school climate conducive in learning process (Gaustad, 1992). Nelson (2002) highlighted that school policy makers should involve all stakeholders in their designs. The involvement of the students in constructing and introducing school discipline policy gives the student's positive response to school discipline. Student's appreciation with school discipline practices is connected to what extent the student recognizes the school discipline. Since student involvement in constructing school disciplines was able to have a positive impact on its implementation, it was recommended to develop P2SF (Parent, Student, School Forum) to revitalize the role and the participation of students in school policies. The P2SF accommodates a communal communication among the primary agents of education, parents, students, and school, in order to synergize the agents in implementing child friendly education (Senowarsito, et.al., 2016). This model is created to establish mechanisms for meaningful participation of each agent. As Duckworth (1984) asserts that the important elements in strengthening the participation among the school communes are good communication and shared values.

Mechanisms for building parent-student-school partnership must make it clear that parents and students are welcome to participate in establishing school policies. Parents and students have both a right and a responsibility in establishing school discipline. Parents have important role in it. Parents know well and most influence to children at each point in their life cycles. Involving parents can be supportive agent for facilitating their children learning in any aspects. That is why involvements of parents in promoting and strengthening children's learning can be the most effective and important partners. P2SF needs the support of parents as part of school family who are able to provide children the physical, emotional and intellectual care which are the basis for student's success in school.

Conclusions

The result of this research indicated that the school authorities and teachers assumed that the involvement of students in drafting school discipline were not required yet. The school authorities and teachers are better able to understand their student's capacities and tailor their perception on the child's needs. To facilitate and to empower student's role in establishing school disciplines, they should change their perspectives on students' capacity. They should place their students as adolescence in transformation process. The students had potential capacity to think for themselves and figured out what they value and believe. They recognized and respected the personal integrity of each members of the school community.

Student's appropriate behavior is necessary to support student's success in school. A school discipline should be embedded in education process to provide learning atmosphere encouraging student's responsible behavior and discouraging his or her misconduct. The result indicated that generally the schools were implemented school code of ethics or school discipline with various models. To enforce discipline, the schools still believed that punishment was an alternative way to improve students' bad behavior or misconduct. The forms of punishment were varied based on the level of the violence but they tended to be punitive. So far, the effectiveness of the school discipline is still questionable. It was found that the factors that greatly effect on this effectiveness of the implementation of school discipline were the less involvement of students in developing the school disciplines due to the wrong perception of school authorities on the role of students in school policy level. The main reason of not involving students in constructing the school discipline was that they think that students have no capacities to contribute in formulating school regulations.

School discipline practices should involve all stakeholders in their policies. One of the most effective and practical ways of school discipline practices is by allowing the students, as the objects of the discipline practices, namely to participate in developing themselves as the subject of the discipline practices. Student's involvement in developing school disciplines is considered essential as it has a positive impact on their response to the discipline practices implemented. It is important to revitalize the role and the participation of students in school policies. It was recommended to develop parents, students, and school partnership to revitalize the role and the participation of students in school policies. The partnership accommodates parents, students, and school to have an equal role in order to synergize them in implementing child friendly education.

References

- Ahmad, Djuwairiah, (2014). Understanding the 2013 Curriculum of English Teaching through the Teachers' and Policymakers' Perspectives., *International Journal of Enhanced Research in Educational Development (IJERED)*, ISSN: 2320-8708 Vol. 2, Issue 4, July-August, 2014, pp: (6-15)
- Center for Civil Rights Remedies. (2013). *A summary of new research: Closing the school discipline gap*. retrieved from http://civilrightsproject.ucla.edu/events/2013/summary-of-new-research-closing-the-school-discipline-gap-research-to-policy/Research_Summary_Closing_the_School_Discipline_Gap.pdf
- Devine, J. (1996). *Maximum security: The culture of violence in inner-city schools*. Chicago: The University of Chicago Press.
- Duckworth, Kenneth. (1984). *School Discipline Policy: A Problem of Balance*. Eugene, Oregon: Center for Educational Policy and Management, 9 pages. ED 252 926.
- Durrant, Joan E. (2007). *Positive Discipline in Everyday Teaching, Guidelines for Educators*. Brochures, Save the Children SC Sweden Southeast Asia and the Pacific Regional Office
- Durrant, Joan E. (2007). *Positive Discipline: What it is and how to do it*, Save the Children, SC Sweden Southeast Asia and the Pacific Regional Office, ISBN: 978-974-7522-68-6
- Gottfredson, Denise G. (1989). *Developing Effective Organizations to Reduce School Disorder in Strategies to Reduce Student Misbehavior*, edited by Oliver C. Moles. Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education., 187 pages. ED 311 608.
- Gottfredson, Denise G., and others. (1989). *Reducing disorderly behavior in middle schools*. Report No. 37. Baltimore, Maryland: Center for Research on Elementary and Middle Schools., 26 pages. ED 320 654.
- Gunawan, Imam, (2017). Indonesian Curriculum 2013: Instructional Management, Obstacles Faced by Teachers in Implementation and the Way Forward, *Advances in Social Science, Education and Humanities Research*, volume 128. 3rd International Conference on Education and Training (ICET 2017)
- Losen, Daniel J. & Gillespie, Jonathan (2012). *Opportunities suspended: The disparate impact of disciplinary exclusion from school*. *The Center for Civil Rights Remedies at the Civil Rights Project*. Retrieved from <http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/upcoming-ccrr-research/losen-gillespie-opportunity-suspended-2012.pdf>
- Losen, Daniel J. & Martinez, Tia Elena (2013). *Out of school & off track: The overuse of suspensions in American middle and high schools*. The Center for Civil Rights Remedies at the Civil Rights Project. Retrieved from <http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/out-of-school-and-off-track-the->

overuse-of-suspensions-in-american-middle-and-high-schools/OutOfSchool-OffTrack_UCLA_4-8.pdf

- Mercy, J. A., & Rosenberg, M. L. (1998). Preventing firearm violence in and around school. In D. S. Elliot, B. Hamburg, & K. R. Williams, *Violence in American schools* (pp. 159-187). New York: Cambridge University Press.
- Miles, M.B, and Huberman, A.M. (1994). *Qualitative Data Analysis*, 2nd Ed., p. 10-12. Newbury Park, CA: Sage.
- Nelson, Faye, (2002). *A Qualitative Study of Effective School Discipline Practices: Perceptions of Administrators, Tenured Teachers, and Parents in Twenty Schools*. Electronic Theses and Dissertations. Paper 718. <http://dc.etsu.edu/etd/718>
- Nurfaida, Umi. (2012). Implementasi Kebijakan Sekolah Tentang Penegakan Disiplin di SMP Negeri 1 Pangkur Ngawi. *Masters (S2) thesis*, University of Muhammadiyah Malang.
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 54 Tahun 2013 Tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah (Regulation of The Minister of Education and Culture Republic of Indonesia, Number 54, 2013 about Competency Standards for Primary and Secondary Education Graduates)
- Rachel, Hodgkin, (2007). *Implementation Handbook for the Convention on the Rights of the Child*. Geneva. Atar Rotto Press.
- Senowarsito, Listyaning S., Arso Setyaji, Suwarno Widodo, (2016). Parents-school-students-forum (P2SF) as intervention model on child friendly education, *Proceeding*, The First International Conference on Child - Friendly Education, UMS, ISSN 2503-5185. <https://publikasiilmiah.ums.ac.id/handle/11617/7226>
- Siu K and Lam M. (2005). Early childhood technology education: a sociocultural perspective. *Early Childhood Education Journal* 32(6): 353–358.
- Suradi, Suradi. (2017). Pembentukan Karakter Siswa melalui Penerapan Disiplin Tata Tertib Sekolah. *Briliant: Jurnal Riset dan Konseptual*. 2. 522. 10.28926/briliant.v2i4.104.
- UNICEF, East Asia and Pacific Regional Office, 2006,. *Assessing Child-Friendly Schools: A Guide for Programme Managers in East Asia and the Pacific*, Keen Publishing (Thailand) Co., Ltd., ISBN: 974-68507-1-7
- Watson, M. (1989). *The child development project: Combining traditional and developmental approaches to values education*. Berkeley, CA: McCutchen.
- <https://blogs.unicef.org/blog/ending-violence-in-school-positive-discipline-training-in-indonesia/>
- <https://www.asiasentinel.com/society/violence-indonesia-schools/> posted by Muhammad Zulfikar Rakhmat, a doctoral candidate at the University of Manchester.

Learner Participation in Technology-Enhanced Classrooms: Language Teachers' Perceptions

*Xiaorui Sun*¹

¹ Ohio University, USA; and Inner Mongolia Normal University, IMNU, China

Corresponding author: sophiehappysunshine@yahoo.com

Keywords: Learner participation, Technology integration, Design of the instruction, Challenges, Teacher professional development, Children's Rights

Introduction

The United Nations General Assembly adopted the *Convention on the Rights of the Child* (CRC) on November 20, 1989. This decision was a big step forward after many years of global work. Article 12 and Article 13 in the *Convention on the Child Rights* (CRC) are the most important for concrete action regarding the participation and inclusion of children and youth in the global society 2019, almost thirty years after the adoption of CRC.

In the *Convention on the Rights of the Child* (p. 5), Part I, Article 12 and Article 13 recognize the importance to assure children's right to participation.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

Article 13

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

Schools and classrooms are the environment where children learn knowledge, learn life and learn about the world, hence schools and classrooms are important places where children develop their awareness of participation, and where their right to participate should be ensured and enhanced. In the 21st century, inevitably, we enter the digital era, willingly or reluctantly, in which technology has increased opportunities for participation. Such participation takes place in daily lives. It also plays an important role in the learning environment (Black, 2007). How to make learning more engaging, and how to have learners participate more with the appropriate use of technology are questions that teachers need to think about so that both the teacher and the student can develop new literacies which in turn help understand and enhance students' participation in learning. Therefore, the Aim of this study is to explore the challenges that teachers in the school settings from Kindergarten to Grade 12 in high school (K-12) are facing when engaging students in participating in learning, and how technology³¹ can play a role in enhancing students' participation by answering the following research questions 1. How much are teachers aware of the role of technology when engaging students in learning? 2. What challenges are teachers facing when engaging students in participation when using technology?, and 3. What are the possible solutions to these challenges with the help of technology?

³¹ At this stage in the research, technology is defined as "Systems that centrally involve computer chips, digital applications, and networks in all of their forms," and technology integration is defined as "Using technology in the classroom in a way that is meaningful and connected to the goals of the class" (Healey et al., 2011).

Theoretical framework

The theoretical grounds of this study are the CRC- based participation, constructivist theory and the new literacies theory. The United Nations General Assembly adopted the Convention on the Rights of the Child (CRC) in November 1989, which came into force in September 1990. CRC was ratified in China in 1992, followed by the related laws and regulations in order to protect the interests of children. As clearly stated in the Introduction of this article, in Article 12 and Article 13, CRC emphasizes children's right to participation. Reports and reflections from the International Training Programme on Child Rights, Classroom and School Management have shown that teaching and learning processes appropriate to the child's developmental level, abilities, and learning style promote effective learning (Wickenberg, et al, 2009; Leo, et al, 2014; Rasmusson, et al, 2016), and to ensure quality-learning outcomes for children, all stakeholders should understand that the teaching-learning process "is highly constructive and dynamic" and "centres on the learner." Further, an understanding should be reached that "It is the learner who must do the learning, to make sense of experiences in the different contexts of their lives" (Wickenberg, et al, 2009, p. 21). Through participating in the learner-centered teaching and learning process, students are able to communicate, learn, and create. According to Harasim (2012), the constructivist theory of learning "holds that people learn by constructing their own understanding and knowledge of the world through experience and reflecting upon that experience" (p. 12). Hence children's participation in educational settings has obtained attention from researchers and educators. Endeavors have been made in both theory and practice. Percy-Smith & Thomas (2009), in their book *A handbook of children and young people's participation: Perspectives from theory and practice*, collected relevant research all over the world to help understand the participation of children and young people from diverse contexts. CRC-based projects were developed to raise the awareness of the teachers to understand the child participation in relation to teaching & learning and promote students' participation in and outside class (Wu, Lu, & Xu, 2010).

To help teacher trainers and teacher candidates understand and implement a participatory approach in K-12 teaching, *A Handbook of Rights-Based Participatory Approach of EFL Teaching* was developed to provide systematic instruction to guide the actual implementation of CRC-based participation in EFL teaching and learning (Wuyungaowa, Sun, & Liu, 2015). While the awareness of the importance of the children's rights to participation has been raised and guidance has been provided to implement the children's rights to participation, both researchers and practitioners need to be aware that educational settings have been changed due to the increasing use

of technology, which requires that both the teachers and the students know how to teach and learn with technology in the digital world, hence came the new literacies theory. Leu et al. (2004) expounded that “new technologies generate new literacies that become important to our lives in a global information age” (p. 1607), and “these new literacies change regularly as technology opens new possibilities for communication and information” (p.1570). Research conducted from the new literacies perspective has demonstrated various possibilities and opportunities to enhance teaching with the assistance of technology (Coiro et al., 2008). In 2017, UNICEF issued a report titled “Children in a Digital World,” stating that digital technologies “have opened access to learning opportunities for children around the world, especially those in remote regions. They have allowed children to participate in e-learning and to access a wide range of educational and learning content that was unavailable to previous generations of children,” and “Technology needs to be supported by strong teachers, motivated learners and sound pedagogy” (p. 14). Apparently, using technological tools is inevitable in education which is closely related to children’s best interest.

Literature Review

Much research has been done to have students participate in traditional classrooms (Bernales, 2016, Schultz, 2009, Chen & Yang, 2017, Takeuchi, 2015, Tasgin & Tunc 2018). Research has also been conducted on technology integration in teaching to identify key factors that might have an impact on engaging students in learning.

Teachers’ beliefs, teaching philosophy and technology use

Liu (2011)’s research helped understand teachers’ decision-making factors when using technology and understand that learner-centered teaching philosophy is a key element to achieve student learning outcomes. The result, based on the survey data from 1139 elementary school teachers in Taiwan, suggested that though most teachers held learner-centered beliefs, they used more lecture-based teaching activities with technology. The result further showed that teachers with learner-centered beliefs considered student achievement and skills more than teachers with teacher-centered belief, which showed that student achievement was the key factor that teachers with learner-centered belief consider when making decisions about using technology. In another study, after examining the technology use from a total of 514 third-grade elementary teachers among whom 157 were employed in rural schools and 357 in non-rural schools, Howley, Wood and Hough (2011) found that attitudes of teachers in rural schools toward technology tended to be positive, but they lacked adequate technology and preparation, which showed that the geographical remoteness of a school had little influence on teacher attitudes towards their integration of technology. Based

on such findings, the authors recommend that supports were needed to help rural teachers, such as to make adequate technology available, to prepare teachers to use such technological tools, and to provide support for the use from administrators, which were also factors that increased teachers' positive attitudes towards the use of technology. Starkey (2011) explored how the participants used digital technologies in their teaching and how learning occurred by studying six teachers who were digitally confident and were in their first years of teaching in secondary school. The results showed that whether teachers could use digital technologies effectively were determined by the teacher's beliefs or teaching philosophies about the nature of learning, teaching and knowledge. Inan and Lowther (2010)'s study indicated that teachers' years of teaching and age had a negative effect on their computer proficiency, while teachers' computer proficiency had positive effects on their technology integration. Findings suggested that teachers' beliefs and readiness were positively related to their technology integration, while the availability of computers, technical support, and overall school-level support had positive influences on teachers' beliefs and teachers' readiness.

All the research indicated that it is important for teachers to have learner-centered teaching philosophy or beliefs to increase students' achievement including enhance students' participation when using digital tools. But there are challenges for teachers to use technology to engage students in learning.

Challenges of using technology to enhance student participation

Delgado, Wardlow, McKnight and O'Malley (2015) found that access to digital devices including computers and the Internet had increased, but the use of technology in classrooms was low for the following three main reasons: teachers' lack of computer skills, time for teachers to learn to get familiar with technology, and technical support in schools. Suggestions such as providing and attending professional workshops were given to solve these problems. The research also concluded [that] the benefits of technological tools and instructional strategies included more interaction between students and teachers, flexible learning environments for group work and individual work, immediate feedback, etc. The suggestions of this research are helpful in providing solutions to the problems that need to be solved when preparing teachers with technology. Similarly, Hsu (2011) also suggested that teachers' proficient use of ICT took continuous efforts and involved time, exposure, experience, and reflection. Hence, the findings of this research provided implications on how to help teacher's integration technology. Apart from the ICT infrastructure, which has been increasing the variety of tools available to teachers and students, teachers need to know how to use ICT tools to increase students' engagement in learning. After analyzing 174 cases of innovative pedagogical practices in technology integration from 28 countries (in Europe, North

America, Asia, Africa, and South America), Kozma (2003) found that technology was integrated into curriculum not only for the teacher to teach but also for students to collaborate with peers and to search for information. The teacher's role had been changed from giving students information to facilitating students with structure and advice and supervising their progress and achievement. The findings also showed that when students were assigned to use technology to do project-based tasks, they tended to develop skills of collaboration and communication which involve participation. Bakar (2007) found that teachers believed that second language is learnt through interaction, hence they used technology to create activities for students to use English optimally, including group work discussion, teacher-student and student-student interactions.

To deal with the challenges that teachers may have, research-based suggestions are given to help teachers integrate technology effectively.

Teacher professional development for effective technology integration

Apart from teaching philosophy being an influencing factor of the teachers' technology use in teaching to engage learners, research has also been focusing on providing effective professional development for teachers to integrate technology effectively. McKenzie (2001) advocated that teachers should use new technology tools to facilitate students' command of important concepts and skills in the curriculum standards. The author pointed out that technology use in education was not PowerPoint, spreadsheets, or word processing. Teachers should be trained to adopt teaching and learning strategies with new tools to achieve higher student performance. Recommendations were given that in professional development training, teachers should not only learn technology skills but also the value of engaging students in problem-based or project-based learning with the new tools. The article argued that using training models with emphasis on learning software did not guide teachers in creating technology activities which were particularly geared to real classroom teaching practice. Hence informal support systems, partnerships, teams, and collaborative structures were recommended to be considered in professional development training. Examples are Professional growth programs, Study groups, Curriculum development/invention teams, Technology coaches, mentors and cadres, Just-in-time support, Help lines and FAQs, School visits, conferences, and other excursions, Online learning. Muir-Herzig (2004) conducted a study with 39 high school teachers in whose classes there were at-risk students. The results indicated that the technology assistance was a barrier at both the school and the district level, therefore the suggestion was given to place a technology assistant in the program when preparing teachers to implement technology. The low rate of technology use among the teachers and recommendation was given to provide technology training

for teachers to effectively integrate technology. Other suggestions for teacher technology preparation were at the leadership planning level; everyone should be included before technology facilities were implemented. For teachers, student-centered learning methods should be adopted in classroom practices. This research informed how to plan teacher technology preparation. Another study (Mueller, Wood, Willoughby, Ross, & Specht, 2008), based on survey data from 185 in-service teachers from 94 elementary schools and 204 teachers from 16 secondary schools in a mid-sized Canadian city, together with Wells (2007)'s research, indicated that effective professional development program designs should be learner-centered which help individual teachers explore theory and pedagogy involved in technology integration and have participants highly engaged which provides teachers [with] opportunities to actively experience innovative technology integration.

After reviewing the relevant research, this current study aims at exploring the challenges that language teachers are facing in educational settings from Kindergarten to Grade 12 in high school (K-12) in Inner Mongolia, China when engaging students in participating in learning. Based on the challenges identified from data, solutions are given to indicate how technology can play a role in enhancing students' participation.

Three research questions were developed to identify challenges and find the relevant solutions:

1. How much are teachers aware of the role of technology when engaging students in learning?
2. What challenges are teachers facing when engaging students in participation when using technology?
3. What are the possible solutions to these challenges with the help of technology?

Methodology

Guided by the theoretical principles and relevant literature review, this study adopted a qualitative design. Data were collected through survey, in which open-ended questions were asked which allowed for the use of multiple sources of qualitative data to provide an understanding of teachers' perceptions. Peer review technique was used to test the validity of the survey and the interview as well as the accessibility of online survey and question clarity.

Participants, Data Collection, and Data Analysis

Following the age definition of children specified in the *Convention on the Child Rights* Part I, Article 1 that “For the purposes of the present Convention, a child means every human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier” (p. 4), this research recruited EFL language school teachers from Kindergarten to High schools (K-12) whose students are below the age of 18 years.

After obtaining the approval from IRB (institutional review board), through convenience sampling and snowballing techniques, this research recruited 80 in-service EFL teachers in K-12 school settings in Inner Mongolia, China, who consented to participate in the research and completed the survey which was purposefully designed in English language because participants are teachers teaching English as a foreign language. The survey was delivered through Wenjuanxing, an online survey platform. Survey data were coded based on the pre-set themes “challenges” and “solutions” as well as the emerging themes.

Results

Among the 80 teachers who participated in the study, two teachers were working in Kindergarten, 26 in Elementary Schools (Grade 1-6), 32 in Junior Middle Schools (Grade 7-9), and 20 in Senior Middle School (Grade 10-12).

The empirical data have shown that almost all teachers have the awareness to have students participate when teaching (see *Figure 1*). 42.5% teachers usually spend two thirds of their teaching time in involving students in the lesson; 17.5% teachers spend half of teaching time; 22.5% one third and 15% one fourth. Only 2.5% (two teachers) reported that they almost never spend time involving students in their lessons. This set of data reflects that language teachers spend various amounts of time having students participate when teaching.

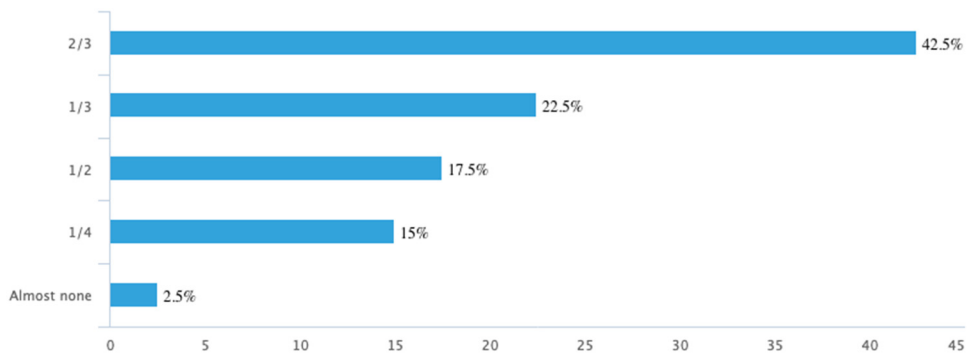


Figure 1.
In your teaching hours, how much time do you involve students in the lesson?

Almost 99% of teachers reported that their schools have encouraged the use of technology for language instruction (65% Always; 33.75% Sometimes; 1.25% Never), which indicates that integrating technology has gained attention and recognition from the schools. The years that the participating teachers have used technology in teaching (see *Figure 2*) support the viewpoint that technology use has become an integral part of teaching and learning.

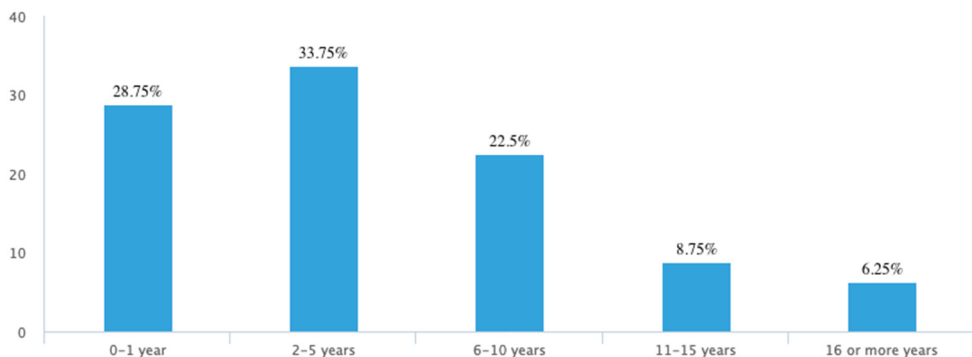


Figure 2.
How long have you been using technology for teaching?

78.75% of the teachers believe that technology should be used when necessary, 18.75% should be used all the time, and 2.5% should not be used (it's not necessary), which brings about the question about when and how to use technology in teaching to involve learners for effective learning. Participating teachers provided the information for the following three questions which were asked from before the instruction while preparing

the lesson, during the instruction while delivering the lesson, and after the delivery of the instruction while assigning assignment, assessing and reflecting on the instruction and improving the instruction for the next lesson. Codes with quotes are listed in Table 1.

Table 1.
Participation in the stages of before-during-after the instruction

Participation in the stages of before-during-after the instruction	Percentage	Codes and quotes from the participating language teachers
Do you have students engaged <u>while preparing the lesson</u> ? - Yes (If Yes, what do you usually do?) - Almost never (If Almost never, why?)	Yes 56.25%	Ask for feedback; analyze target students; activities/tasks
	Almost never 43.76%	"In my view, preparing lessons is the duty of teachers." "The students have no time." "Don't need/I think it may not be necessary" "Waste time" "They are too young" "Do not know How to do that/I have no idea how to invite students to engage while preparing the lesson" "Students haven't known what they'll learn" "Never thought about this great idea"
Do you try to have students participate <u>while delivering the lesson</u> ? - Yes (If Yes, what do you usually do?) - Seldom (If Seldom, why?)	Yes 90%	Designing activities/tasks (role play, presentations, group work, pairwork, games, answering questions, solving problems) Encouraging students
	Seldom 10%	"Don't need" "Maybe students are not able to do this" "No time/have little time" "Can't control the class"
Do you try to encourage students to participate <u>when doing homework or other after-class assignments</u> ? - Yes (If Yes, what do you usually do?) - Seldom (If Seldom, why?)	Yes 83.75%	"I always encourage them verbally or give small gifts so that they can participate actively." "Show their assignment in the next class and give positive feedback" "To show the progress they made" "Encourage students to cooperate to finish difficult tasks." "By asking students to explain the homework in class" "Give them timely assessment"
	Seldom 16.25%	"The form of homework is single." "Students want to play games when they do homework." "Have little time" "I was not aware of this." "I don't know the effective way of encouragement to [participate]." "Students are not willing to do more difficult homework." "Students are busy."

Table 2.
Theoretical perspectives underlying the design and delivery of the instruction

Theoretical perspectives	Percentage		Other
What is your <u>teaching philosophy or belief</u> ? learner-centered teacher-centered	83.75% learner-centered	8.75% teacher-centered	"My original aim is learner-centered. However, when I teach, the lesson will be teacher-centered." "Both"
When integrating technology into your teaching, do you take <u>teaching methodology/theories</u> into consideration?	86.25% Yes	13.75% No	
Do you feel that you need to know the <u>teaching theory and pedagogy</u> when integrating technology in your teaching to enhance student participation?	93.75% Yes	6.25% No	
Do you feel that you need to know the <u>instructional strategies</u> when integrating technology in your teaching to enhance student participation?	97.5% Yes	2.5% No	

Table 2 shows that the participating teachers reported their teaching philosophy/beliefs and their attitudes towards teaching methodology/theories as well as instructional strategies, based on which their instruction was designed and delivered, including having students participate in the stages of before-during-after the instruction.

Discussion and recommendations

This study reports that the majority of the participating teachers were aware of learner participation and have been using technology in their teaching (*Figure 1* and *Figure 2*), which answers the first research question.

Challenges

To answer the second research question, challenges that teachers are facing when engaging students in participation when using technology are identified and reported in Table 1. For the participating teachers who reported that their efforts to involve students in teaching, the codes and quotes could be seen as strategies as to how to involve students in the stages of before-during-after the instruction. For the language teachers who have not implement students' participation in teaching, the codes and quotes in Table 1 helped identify the main problems. Meanwhile, the results of this

study align with the previous research (Bakar, 2007; Delgado et al., 2015; Hsu, 2011; Kozma, 2003). Inan, Lowther, Ross and Strahl (2010) after observing 143 integration lessons in 39 schools, suggested that when integrating technology, classroom teaching was more likely to be student-centered, and teachers' pedagogical beliefs go with technology integration. Therefore, knowing theoretical perspectives underlying the design and delivery of the instruction is important. To enhance participation in teaching, data in Table 2 inform the problems that some teachers may have and the solution that teachers need to know the theoretical grounds to guide their teaching with technology.

Based on the challenges identified, research and practice -based relevant solutions are given as follows to answer the third research question.

Solutions – Effective Teacher Professional development should be implemented.

Guided by the review of the literature (McKenzie, 2001; Muir-Herzig, 2004; Wells 2007), and based on the data collected in this research, this research provides the suggestion that teachers should receive professional training, focusing on how to use technology to support student-centered learning and on how to involve students in decision-making in the stages of before-during-after the instruction. Meanwhile, teachers themselves should develop professional awareness, equip themselves with professional knowledge, and find answers to the questions “What am I doing? How am I doing my job? Why am I doing it this way? What is the impact of my intervention?” (Wickenberg, et al, 2009, p. 21) and “How can I use appropriate technological tools to design and deliver the instruction to help students achieve better learning outcomes?”

When designing and conducting the teacher professional development, the following key aspects should be taken into consideration.

Degrees of participation

To manage the identified problems reported by teachers why they did not try to have students participate in the stages of before-during-after the instruction -- “In my view, preparing lessons is the duty of teachers.” “They are too young” “I don't know the effective way of encouragement to participate,” and “My original aim is learner-centered. However, when I teach, the lesson will be teacher-centered,” (see more in Table 2), teachers can implement different degrees of participation based on the conditions of the real teaching contexts and teaching objectives, referring to Roger Hart's Ladder of Participation (*Figure 3*).

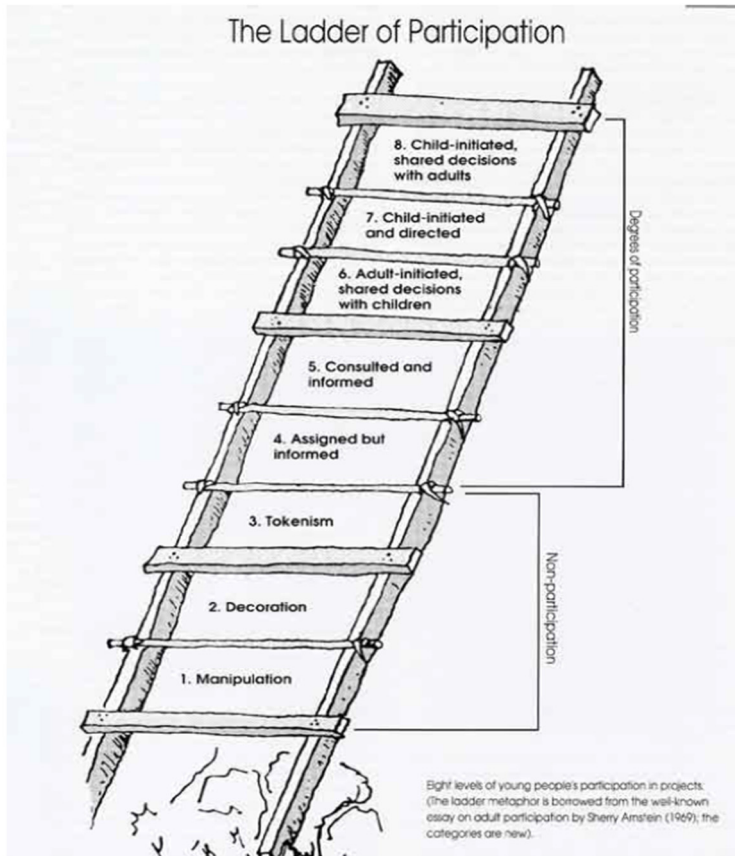


Figure 3.
 Roger Hart's Ladder of Participation (Hart, 1992, p. 8)

Teachers can also refer to the case study (Osler, 2000) which found that “The young people in this research welcomed the opportunity to give their views on improving school discipline, acknowledged that they shared a responsibility with teachers for ensuring that the school was an orderly place where everyone had an opportunity to learn, and were eager to develop their own skills and capacities to resolve conflicts and to participate more fully in decision-making processes” (p. 56). Though Osler’s study is about school discipline, not participation in teaching and learning, the research presents strategies that can be applied to enhance students’ participation for better learning achievement.

Design of the instruction

To manage the identified problems that “Do not know How to do that/I have no idea how to invite students to engage while preparing the lesson” “Never thought about this great idea” “Maybe students are not able to do this” “No time/have little time” “Can't control the class” “The form of homework is single.” “Students want to play games when they do homework.” (see more in Table 2), teachers can refer to the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) framework (Figure 4), an iterative design process to construct learning, which is intentional, student-centered, and authentic (Branch, 2009, p. 2). For the purpose of enhancing students' participation, teachers can go through each phase with the formative evaluation, assessing students' learning performance is achieved with technology used in the teaching.

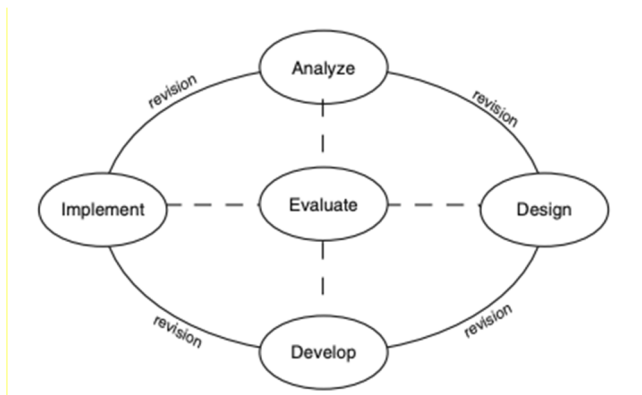


Figure 4.
The ADDIE Framework (Branch, 2009, p. 2)

Logic of integrating technology -- Media logic

Understanding the media logic when integrating technology is helpful to solve problems that “Do not know How to do that/I have no idea how to invite students to engage while preparing the lesson” “Maybe students are not able to do this” “Can't control the class” “The form of homework is single” “Students want to play games when they do homework.” Media logic refers to “a design must specify the mechanism by which representations are caused to occur in their designed or computed sequence (Gibbons & Richards, 2009, p. 305). Within the media logic layer, when designing, the instructor will be able to clearly rationale and interpret how media mechanisms can be made to deliver representations, to carry out communications, to implement strategies in a dynamic interaction, and to gather and analyze data in ways useful during

the instruction (Reigeluth & Carr-Chellman, 2009, p. 33). Appropriately-used technological tools and well-designed instruction can make the lesson time efficient. Therefore, having the specific technology competencies and basic software skills which help teachers understand the functions and capacity of the technology and how each particular software application is different and helpful to student learning, TESOL Technology Standards (Healey et al., 2011; Kessler, 2016) (language teachers) and ISTE Standards for educators (teachers in general) could be used to help teachers know what technology competencies to develop and how to implement such skills in their teaching.

Limitations

Participants were recruited from a convenient sampling, and participants were EFL teachers in Inner Mongolia, so they might not fully represent all the teacher population in China and other countries, which limits the generalizability of the research findings.

Conclusion

The findings of this research help teachers be aware of, understand and identify the challenges that teachers are facing and strategies that could be used to enhance students' participation in the digital world. The evolution and the increased use of technology in education impact on education in various ways, and hence create new norms in teaching. "New underlying norms can be established, and these norms could also relate to other topics like democracy, ICT [information and communications technology] and so on" (Leo & Wickenberg, 2013, p. 419). Education is usually seen as "an instrument for making changes in knowledge, values and norms. Norms are action instructions or imperatives and thus direct actions and changes, which is the essence of norms. If one knows more about norms - guiding actions - one understands more about changes" (Wickenberg & Leo, 2014, p. 105). Therefore, based on the challenges that the teachers are facing when trying to help students learn better through more student participation, and on the research done on effective integration of technology in classrooms, this study suggests that teachers' new literacies need to be enhanced, which directly affects teachers' use of technology to enhance participation. Meanwhile, teachers' new literacies level has influence on students' new literacies which is also a factor of student's participation. A UNICEF research report stated that "Teachers need to be able to develop their own skills and knowledge to support their students' use of ICTs and to help them develop an understanding of safe internet use beyond the classroom" (p.128). Hence, to facilitate students to participate in the digital world, both

teachers' and students' new literacies should be developed, and effective teacher professional development should be implemented.

References

- Bakar, N. A. (2007). English language activities in computer-based learning environment: A case study in ESL Malaysian classroom. *GEMA Online® Journal of Language Studies*, 7(1), 33-49.
- Bernales, C. (2016). Towards a comprehensive concept of willingness to communicate: Learners' predicted and self-reported participation in the foreign language classroom. *System*, 56, 1–12. <https://doi-org.proxy.library.ohio.edu/10.1016/j.system.2015.11.002>
- Black, R. (2007) Digital design: English language learners and reader reviews in online fiction. In M. Knobel and C. Lankshear (Eds.), *A new literacies sampler* (pp. 115–36). New York: Peter Lang.
- Branch, R. M. (2009). *Instructional design: The ADDIE approach* (Vol. 722). Springer Science & Business Media.
- Chen, D., & Yang, X. (2017). Improving active classroom participation of ESL students: Applying culturally responsive teaching strategies. *Theory and Practice in Language Studies*, 7(1), 79-86.
- Coiro, J., Knobel, M., Lankshear, C. & Leu, D. J. (Eds.) (2008). *Handbook of research in new literacies*. Mahwah, NJ: Lawrence Erlbaum.
- Delgado, A. J., Wardlow, L., McKnight, K., & O'Malley, K. (2015). Educational technology: A review of the integration, resources, and effectiveness of technology in K-12 classrooms. *Journal of Information Technology Education*, 14, 397-416.
- Gibbons, A., & Richards, R. (2009). The architecture of instructional theory. In Charles M. Reigeluth & Alison A. Carr-Chellman (Eds.), *Instructional-design theories and models volume III: Building a common knowledge base* (pp. 305-326). New York, N.Y.: Routledge.
- Harasim, L. (2012). *Learning theory and online technologies*. Rutledge.
- Hart, Roger A. (1992) Children's participation: From tokenism to citizenship. Florence: UNICEF International Child Development Centre. Retrieved from: https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf
- Healey, D., Hanson-Smith, E., Hubbard, P., Ioannou-Georgiou, S., Kessler, G., & Ware, P. (2011). *TESOL Technology Standards: Description, implementation, integration*. Alexandria, VA: TESOL.
- Howley, A., Wood, L., & Hough, B. (2011). Rural elementary school teachers' technology integration. *Journal of Research in Rural Education*, 26(9), 1-13.

- Hsu, S. (2011). Who assigns the most ICT activities? Examining the relationship between teacher and student usage. *Computers & Education*, 56(3), 847-855.
- Inan, F. A., & Lowther, D. L. (2010). Factors affecting technology integration in K-12 classrooms: A path model. *Educational Technology Research and Development*, 58(2), 137-154.
- Inan, F. A., Lowther, D. L., Ross, S. M., & Strahl, D. (2010). Pattern of classroom activities during students' use of computers: Relations between instructional strategies and computer applications. *Teaching and Teacher Education*, 26(3), 540-546.
- International Society for Technology in Education (n.d.). ISTE standards for educators. Retrieved from <https://www.iste.org/standards/for-educators>
- Kessler, G. (2016). Technology standards for language teacher preparation. In F. Farr & L. Murray (Eds.), *Routledge handbook of language learning and technology* (pp.57-70). New York, NY: Routledge.
- Kozma, R. B. (2003). Technology and classroom practices: An international study. *Journal of Research on Technology in Education*, 36(1), 1-14.
- Leo, U., & Wickenberg, P. (2013). Professional norms in school leadership: Change efforts in implementation of education for sustainable development. *Journal of Educational Change*, 14(4), 403-422.
- Leo, U., & Wickenberg, P. (2014). Under one umbrella: Professional norms promoting education for sustainable development at the school level. In V. Simonovska & P. M. McNamara (Eds.), *Schools for health and sustainability: Theory, research and practice* (pp. 61-79). Springer, Dordrecht.
- Leo, U., Alfredsson, E., Andersson, L., W. Flinck, A., Rasmusson, B., & Wickenberg, P. (Eds.). (2014). *Enforcing child rights globally: Experiences and reflections from the international training programme on child rights, classroom and school management*. Lund: Lund University. Retrieved from <http://www.globalcrconline.org/userfiles/Modules/Archive/Documents/enforcing%20child%20rights%20globally-1.pdf>
- Leu, D. J., Kinzer, C. K., Coiro, J. L., & Cammack, D. W. (2004). Toward a theory of new literacies emerging from the internet and other information and communication technologies. *Theoretical Models and Processes of Reading*, 5(1), 1570-1613.
- Liu, S. H. (2011). Factors related to pedagogical beliefs of teachers and technology integration. *Computers & Education*, 56(4), 1012-1022.
- McKenzie, J. (2001). Head of the class: How teachers learn technology best. *American School Board Journal*, 188(1), 20-23.
- Mueller, J., Wood, E., Willoughby, T., Ross, C., & Specht, J. (2008). Identifying discriminating variables between teachers who fully integrate computers and teachers with limited integration. *Computers & Education*, 51(4), 1523-1537.
- Muir-Herzig, R. G. (2004). Technology and its impact in the classroom. *Computers & Education*, 42(2), 111-131.

- Osler, A. (2000). Children's rights, responsibilities and understandings of school discipline. *Research Papers in Education*, 15(1), 49-67.
- Percy-Smith, B., & Thomas, N. (Eds.). (2009). *A handbook of children and young people's participation: Perspectives from theory and practice*. Routledge. Retrieved from http://nmd.bg/wp-content/uploads/2013/02/Routledge-A_Handbook_for_Children_and_Young_Peoples_Participation.pdf
- Rasmusson, B., Alfredsson, E., Andersson, L., Leo, U., W. Flinck, A., & Wickenberg, P. (Eds.). (2016). *Realising child rights in education: Experiences and reflections from the international training programme on child rights, classroom and school management*. Lund: Lund University. Retrieved from <http://www.globalcrconline.org/userfiles/Modules/Archive/Documents/realising%20child%20rights%20in%20education-1.pdf>
- Schultz, K. (2009). *Rethinking classroom participation: Listening to silent voices*. New York: Teachers College Press.
- Starkey, L. (2011). Evaluating learning in the 21st century: A digital age learning matrix. *Technology, Pedagogy and Education*, 20(1), 19-39.
- Takeuchi, M. (2015). The situated multiliteracies approach to classroom participation: English language learners' participation in classroom mathematics practices. *Journal of Language, Identity & Education*, 14(3), 159-178.
- Tasgin, A., & Tunc, Y. (2018). Effective participation and motivation: An investigation on secondary school students. *World Journal of Education*, 8(1), 58-74.
- UNICEF. (2017). The state of the world's children 2017: Children in a digital world. Retrieved from: https://www.unicef.org/publications/files/SOWC_2017_ENG_WEB.pdf
- UN Child Rights Convention. (1989). UN General Assembly resolution 44/25, November 20, 1989, Entry into force September 2, 1990. Retrieved from: http://www.globalcrconline.org/userfiles/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf
- Wells, J. G. (2007). Key design factors in durable instructional technology professional development. *Journal of Technology and Teacher Education*, 15(1), 101-122.
- Wickenberg, P., & Leo, U. (2014). Change agents and change of norms: International experiences on training in UN convention on the rights of the child in schools. *Journal of International Cooperation in Education*, 16(2), 105-121.
- Wickenberg, P., W. Flinck, A., Leo, U., Rasmusson, B., Stenelo, R., & Yebio, B. (Eds.). (2009). *Taking child rights seriously: Reflections on five years of an international training programme*. Lund: Lund University. Retrieved from <https://portal.research.lu.se/ws/files/5583908/1497045.pdf>
- Wu, H., Lu, L., & Xu., C. (2010). Child rights, classroom and school management: To raise the awareness of the school teachers in their understanding of the CRC, in particular, child participation in relation to teaching & learning & promote students' participation

in & outside class. *Final Reports Batch 11*, (pp.1-32). Retrieved from <http://www.globalcrconline.org/Userfiles/Apps/Text/70/Text/china-batch-11---final-project-report.pdf>

Wuyungaowa, Sun, X., & Liu, C. (2015). A handbook of rights-based participatory approach of EFL teaching. In L. Andersson, U. Leo, A. Wångdahl Flinck, P. Wickenberg, B. Rasmusson, & L. Nilsson (Eds.), *Change projects from the international training programme child rights, classroom and school management. Final reports Batch 20, 2014a* (pp.17-37). Lund University Commissioned Education. Retrieved from <http://www.globalcrconline.org/Userfiles/Apps/Text/70/Text/china-batch-20---published-report.pdf>

Improving Middle School Students' Participations in Classes through the Implementation of CRC-based Participatory Approach: Three Cases in Inner Mongolia, China

Haiyan Wu¹, Surina¹, Xiaochun Wu¹, Yu Zhang¹

¹Inner Mongolia Normal University, IMNU, China

Corresponding author: wuhy@imnu.edu.cn

Keywords: Participatory approach, Convention on the Rights of the Child (CRC),

Introduction

According to Convention on the Rights of the Child (CRC), children are entitled to the full participation at school (article 12 and 13), which is developed on the basis of three key arguments. First, participation is a human right, a point which was further emphasized in the Convention. Second, it is an important task for the school to make students understand and respect democratic values. It is all the more important that these values are prominent in school. The third argument is about pedagogic effectiveness, which assumes participation is a condition for an interactive learning process (Verhellen, 2006).

The education reform in the primary and secondary schools started in China in 2001. *The National New Curriculum Standard* for each school subject was issued, followed by the implementation of the new reform in schools nationwide. One of the basic concepts

of the *National New Curriculum Standard* is students' participation in teaching and learning as well as learner-centered classroom teaching, which is in line with the conception of the Convention on the Rights of the Child (CRC). However, Inner Mongolian Autonomous Region, as one of the frontier regions in China, has suffered from some setbacks in education. Although the learner-centered system has been advocated for more than ten years, the schools have still adopted the examination-based teaching and learning with teachers' dominance in schools.

A "change agent" is a person who is the first in showing new patterns of action which are going to be norms where the old norms are changed or replaced by new ones (Ellickson, 2001). CRC change agents in Inner Mongolia, China, have been the pioneers since the first batch in 2003 to raise the awareness of participation and implement participation as a classroom principle in EFL (English as a Foreign Language) teaching and learning, including implementing CRC at child-friendly schools in Kulun Banner in inner Mongolia, promoting students' participation in and out of EFL classrooms in Hohhot, Tongliao, Chifeng and Hulunbeier, as well as implementing and enhancing students' participation in EFL classes by using participatory approach (PA) in a pilot research in two middle schools in Inner Mongolia.

Favorable results have been achieved thanks to all change agents' endeavor in improving students' participation in classes and improving teachers' CRC awareness since the first change agent from Inner Mongolia attending the international training program on CRC in 2003.

By summarizing the achievements previous projects have accomplished, this paper aims to critically evaluate the middle school students' participations and performances in English classes in the target schools in Inner Mongolia and to examine teachers' uses of CRC-based participatory approach in classes. The *ultimate purposes* are to expand the scale and scope of the implementation of CRC-based participatory approach to more Chinese EFL classes in basic education and to improve students' participation and performances in classes by transforming the traditional teacher-centered classes to classes that are more student-centered and CRC-friendly.

Three schools in Inner Mongolia were chosen as the target schools, which are No. 19 Middle School, No. 3 Middle School and No. 38 Middle School for the research. The students as subjects involved in the PA can be described in the following table. (Figure 1)

Name	No. 19 Middle School	No. 38 Middle School	No. 3 Middle School
Level	urban junior	urban junior and senior	urban junior
Class Size	65 students/ class	54 students/ class	60 students/ class
Popularity	more applicants (popular)	less applicants (less popular)	more applicants (popular)
Support from leaders	strong support	strong support	strong support

Figure 1.
General information of the middle schools

It is expected that the awareness of the stakeholders of all sectors in terms of CRC, in particular, students’ participation in the EFL classroom has been increased and enhanced. In order to achieve the above goal, three research questions need to be addressed as follows:

1. Have the teachers had a better understanding of CRC, and are able to implement and apply the conception of CRC, in particular, students’ participation in their schools?
2. Has the awareness of the students’ participation in English classroom been raised and promoted?
3. Has students’ participation both in and out of classroom been increased prominently?

Theoretical framework

According to article 12 of CRC, children who are capable of forming their own views shall be assured the rights to express those views freely in all matters affecting themselves. This affirms that every child should be provided the opportunity to be heard. Apart from this, article 13 further states that children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing (Unicef, 2007). PA emphasizes the dominant position of students, requiring students to bring up their own ideas in the interaction with peers and teachers. The approach could effectively stimulate students’ learning initiative, self-awareness and creativity, and could improve teaching effectiveness. In addition, according to the newly revised Chinese National Curriculum for Middle Schools (2012), teachers are encouraged to design activities to participate all students in the class by applying participatory approaches. Teachers are suggested to implement task-

based and problem-solving approaches to ensure all students could have equal chances to participate in the class (Wang, Cao, & Su, 2015). In the scenario, students are provided with more interactional learning activities to replace those teacher-dominated and spoon-feeding lecturing instruction.

Methodology

In this part, methodology, the introduction of how objectives will be achieved for the research, is explained. Wallace (1991: 56-7) maintains that action research can have “specific and immediate outcome which can be directly related to practice in the teacher's own context” and is “an extension of the normal reflective practice of many teachers, but it is slightly more rigorous and might conceivably lead to more effective outcomes”. Within second language education, action research has usually been associated with the study of classroom actions and is conducted by practicing language teachers because they themselves are valuable sources of knowledge regarding their own classroom situations and as a result change can be implemented more credibly because practicing teachers will find the results more credible and valid for their needs. The literature on action research for language teachers suggests that it involves collecting information about classroom events (in the classroom), through observation or through collecting information in other ways, such as through interviews, questionnaires or recordings of lessons (Farrel, 2007). Therefore, both quantitative and qualitative methods have been adopted to collect the data for the research, which include questionnaire, classroom observation, interview and teachers’ diary (more examples will be given in the appendixes)

Questionnaire

Two questionnaires were designed by batch 11 aiming at examining teachers’ uses of CRC-based participatory approach in classes (see Appendix 1) as well as evaluating the middle school students’ participation and performances in English classes in the target schools in Inner Mongolia (see Appendix 2) (Wu, Lu & Xu, 2010). Batch 19 also designed a questionnaire with the purpose of testing target students’ feelings and understanding about the changes taken place in their English classes (see Appendix 3) (Wang, et al. 2015).

Classroom observation

During the whole course of the study, investigators have been observing various aspects of what was happening in and outside class. Some observational notes and photos were

taken in order to evaluate and compare the students' performance in the EFL classroom. In order to better monitor and evaluate the target teachers' implementation of PA in classes, we continued to use the class observation sheet (see Appendix 4) designed by batch 19 (Wang, et al., 2015). What's more, one of the target teachers was selected to give a demonstration class to all the target teachers, and all the teachers were required to fill in the class observation sheet while observing.

Interview

Both pre-test interview (see Appendix 5) and post-test interview (see Appendix 6) were conducted among teachers and students during the study by batch 19 (Wang, et al., 2015). The pre-test interview questions are designed trying to investigate how much teachers and students knew about CRC and Participatory Approach (PA) while the post-test questions are concerned with the changes after implementing the participatory approach in the class. The results of these two interviews were compared in order to investigate changes in target teachers understanding and knowledge about CRC and PA.

Teacher's reflective journal

The teachers were required to write reflective journals from time to time to record what was happening in the teaching process during the implementation of the project, in particular, the changes they had experienced and witnessed.

Procedures of the participatory approach for EFL

It should be born in mind that before those teachers implement relevant PA in their classrooms, necessary CRC-based training or workshops have already been undertaken in three schools. They are to:

1. Familiarize the leaders in the local education bureau and the headmasters of the schools by reporting to them the project we have participated in Sweden, bringing out the intention of conducting an experiment in the schools and obtaining permission;
2. Find chances to show some of the pictures and video clips of school life in Sweden in order to let the teachers in the schools get to know some issues related to CRC;
3. Conduct questionnaire investigation to get some information about teachers' and students' present situation in English teaching and learning with regard to participation.

4. Try to formulate a training material for the teachers involved so that they can have an in-depth, theoretical understanding of the participatory approach and some practical classroom procedures to apply the approach.

The procedure of the participatory approach is based on the ESA model proposed by Harmer (2003). In the ESA model, the three components will usually be present in any teaching sequence, in which E stands for Engage, S for Study and A for Activate.

Engage is a teaching sequence where teachers try to arouse the students' interest, thus involving their emotions with such activities as games, music, discussions, stimulating pictures, dramatic stories, amusing anecdotes etc.

Study activities are those where students are asked to focus on language (or information) and how it is constructed. They range from the study and practice of a single sound to the study of a transcript of informal speech to discuss spoken style. Study can be applied in various ways such as teacher's explanation of grammar, students' own discovery of the language rules or collaborative investigation of the features of language styles.

Activate activities are those designed to get students using language as freely and communicatively as they can. The objective for the students is not to focus on language construction and/or practice specific bits of language (grammar patterns, particular vocabulary items or function) but for them to use all and any language which may be appropriate for a given situation or topic.

It should be noted that ESA model can be conducted in a flexible manner with the three components being sequenced in whatever order according to the level of the learners.

Results and discussion

Based on the collected data by the tools mentioned above, expected results can be drawn and approved by answering the following research questions:

- Q1. Have the teachers had a better understanding of CRC, and are able to implement and apply the conception of CRC, in particular, students' participation in their schools?

On the whole, in terms of whether teachers engaged become more qualified in knowledge and skills for improving students' participation in the schools, the answer is quite positive. In No.3 Middle School, the data from the questionnaire and classroom observation show that:

- a It has improved the awareness and understanding for the CRC of the teachers and the person who is in charge, and the teachers are willing to implement and apply the CRC concept.
- b The teachers have learned the related knowledge and skills of the participatory approach, and been able to apply it in their teaching practice.
- c The teachers are able to create democratic surroundings and welcome their students to involve in class.

Findings from Teachers' Diaries demonstrate that

'Both teachers expressed their willingness of presenting some important issues related to CRC to their students. They both found their presentation of CRC project in Sweden with illustration of pictures and class video clips appeared very interesting to the students.

Both of them found the training materials about the participatory approach, including its theoretical bases, the models and procedures of teaching provided them with good understanding of theory and practical suggestion for practice. Equipped with such knowledge, they were very willing and ready to implement the participatory teaching approach in their own teaching. They were happy to find that the participatory teaching approach could be integrated into the teaching and learning process, and to see the students were actively involved in the activities in class, in particular, the lower level learners who became more engaged in class with more interests in learning.' (Wu, et al., 2010).

In No.19 Middle School and No.38 Middle School, the similar results are presented in following list as

- a Through such activities as coordination meetings and network meetings, demonstration class and workshop with change agents principals and administration staff obtained direct and clear information basic knowledge about CRC and CRC-based participatory teaching approach.
- b Target English teachers knew basic theory and knowledge about CRC and CRC-based participatory teaching approach through activities as listening to lectures about CRC and school education, reading related books and articles about CRC, and exchanging insights with experts in workshops.

- c It could be summarized that the target teachers could design and apply PA activities according to their students' levels, teaching environment and teaching objectives.

Besides the positive voices, we still can hear the negative responses. A certain number of teachers doubted the visible effectiveness of the approach in a short time and whether it could bring them satisfying results in students' final exams.

Q2. Has the awareness of the students' participation in English classroom been raised and promoted?

In No.3 Middle School, On the basis of the interview conducted at the end of the project, the teacher found that:

- a Most students have commented that they liked to participate in classroom and extra-curricular activities.
- b Students expressed their approval of the participatory approach. For example, some said that they liked the method so much that they hoped all the classes would be conducted in the same way. Others said that it was the first time that they had been so active in and outside class since they began to study English.
- c Students' awareness of participation was enhanced. Some participants involved began to take their personal responsibilities for their own study and working environment by previewing their lessons and helping teachers search required materials.

While in No. 19 Middle School and No.38 Middle School, it is found that students become interested and active in participating in English class activities.

- a Through all the class observations and the analyses of the observation sheets, it is found that target students could participate actively in pair-work and group work activities designed by teachers. They were active in participating in such activities. They could decide their roles by negotiating with group members. They could present their own opinions and cooperate with peers skillfully to finish group projects.
- b According to the results of the questionnaire given to the students, 80% of have students became interested in participating in class activities.
- c Apparently, most of students give the positive response to this question, which shows students have the awareness of the more participation in learning. On the other hand, there are still a certain number of students hold a negative

opinion about the participatory approach and haven't realized any changes in their study.

Q3. Has students' participation both in and out of classroom been increased prominently?

Through continuous observation of classes where the participatory approach were applied in No.3 Middle School, the teacher has found that

- a The students were very active in the class and their enthusiasm in English study was motivated by ways of participation, whether their academic records are high or low. For instance, most of them have taken an active part in the classroom activities such as initiating questions, answering questions, working in groups, etc., expressing their views freely.
- b The class atmosphere was relaxing and democratic where students' participation was encouraged and welcomed.
- c The classroom environment changed with the students' creative hand-written newspaper.
- d The students have learnt some particular ways to be involved in teaching and learning.

In the other two Middle schools, very similar results have been yielded. But some more interesting phenomena have occurred there. One is that students' talk time in classroom has increased than before according to the observation record, which definitely can be attributed to two factors.(see figure 2 below) One is the teacher's change in classroom management strategies under the guidance of PA, the other is related to students' willingness and abilities to talk. The second unexpected result was more encouraging. "Based on thorough investigations and careful discussions with us, the principal of No. 19 Middle School was so motivated and inspired by our project that he decided to launch a large scale of teaching reform within the school with regard to implementing the CRC-based participatory teaching methodology to all the subjects." (Wang, et al., 2015).

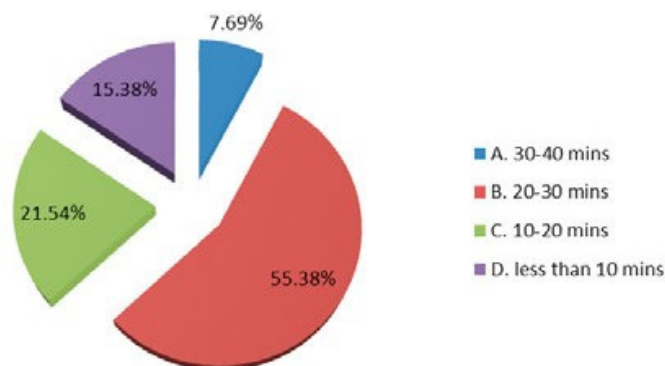


Figure 2.
Students' average talk time in class

Conclusions

Some changes have taken place and some are expected to happen. Although we can see some positive results in this project, much more should be done in order to make it sustainable. On the basis of the context in Inner Mongolia, we will further spread these positive results of the project through various channels.

First, we will try to introduce the participatory approach to teaching with a focus on CRC to more English teachers and students.

Secondly, we will try to disseminate this teaching methodology and ideas of CRC to other faculties within vocational college and the normal university when time is ripe.

Thirdly, we will try to engage the English graduates in the participatory teaching approach and CRC conception in a more systematic way so as to help them implement these ideas when they teach in kindergartens, primary and secondary schools.

Although we have achieved most of the expectations of the project, there are still a number of things that have not been done for one reason or another:

- a The scale of the study is still too small and more teachers and students should be involved in the project. The reason for this is that it was too difficult to persuade other teachers in the project unless they were convinced by the actual outcome of the pilot class.

- b No Parents have been involved in the project because it was very hard to organize training sessions or workshop with parents owing to the limited communal time and place.
- c No students were engaged in the self-assessment or peer-assessment activities because the duration of the experiment was so short that it was not reasonable to train and organize these activities.

In summary, we are confident that we will surely achieve more satisfactory results in this project with guidance and joint efforts. More tremendous changes will be witnessed in following visits to us by peer research fellows from other universities and countries.

References

- Ellickson, Robert C. (2001). The evolutions of social norms: A perspective from the legal academy. In Hechter, Michael & Opp, Karl-Dieter (eds.) *Social Norms*. New York: Russel Sage Foundation.
- Fauziati, Endang et al. (Team Indonesia) (2011). "Improving Students' Protection and Participation through Child Friendly Classroom Management" *from Change Projects from the International Training Programme: Child Rights, Classroom and School Management (Final Reports Batch 15)*, Lund: Lund University Commissioned Education.
- Harmer, J. (2003) *The Practice of English Language Teaching*. Beijing: World Affairs Press.
- Li, Ma, & Zhang. (Team China) (2016). "After the Big Bang: A Module to Prepare Pre-service Teacher Trainees for Future Practice in CRC Education" *from Change Projects from the International Training Programme: Child Rights, Classroom and School Management (Final Reports Batch 21)*, Lund: Lund University Commissioned Education.
- Ministry of Education of the People's Republic of China <http://www.moe.edu.cn/>
- Thomas S. C. Farrel (2007) "Action Research" in *Reflective Language Teaching: From Research to Practice*, (pages 94-106)
- The CRC Manual, Material on the Rights-based Approach to education, The New Curriculum Reform Materials, Material on Child Friendly School. And other relevant teacher training materials.
- Unicef (2007). *The Handbook of Child Rights Implementation*.
- Verhellen, E. (2006). *Convention on the Rights of the Child*. Fourth Edition. Eugen Verhellen, Garant Publishers : Antwerp-Apeldoorn, Belgium.
- Wallace, M. (1991) *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University Press.

- Wang, Cao, & Su. (Team China) (2015). "Implementing Participatory Approach to Enhance Students' Participation in English Classes: A Pilot Study in No. 19 and No. 38 Middle Schools in Hohhot City of China" *from Change Projects from the International Training Programme: Child Rights, Classroom and School Management (Final Reports Batch 19)*, Lund: Lund University Commissioned Education.
- Wu, Lv, & Xu. (Team China) (2010). "Final Report" *from Change Projects from the International Training Programme: Child Rights, Classroom and School Management (Final Reports Batch 11)*, Lund: Lund University Commissioned Education.
- Wuyuungaowa, Sun, & Liu. (Team China) (2016). "After the Big Bang: A Module to Prepare Pre-service Teacher Trainees for Future Practice in CRC Education" *from Change Projects from the International Training Programme: Child Rights, Classroom and School Management (Final Reports Batch 20)*, Lund: Lund University Commissioned Education.

Appendix 1

Questionnaire for Teachers

To whom it may concern,

This questionnaire is intended to know more about the teaching methods and ideas of English teachers for further study and research.

Tick the best answer(s) from the following. Except for the marked multiple-choice and subjective ones, all the others are single-choice questions.

1. How many students are there in your class on average?
A. 30-40 B. 40-50 C. 50-60 D.60-70 E. 70-80 F. over 80
2. What kind of role(s) do you think you are playing in teaching? (multiple choice)
A. authority B. instructor C. cooperator
D. disseminator of knowledge E. director
3. In what way(s) do you communicate with your students? (multiple choice)
A. asking questions in class B. discussion C. chat. D. e-mails

4. Who do you think should be the center of English teaching?
A. teacher B. students C. major D. school E. class F. society
5. What do you think is the nature of teaching? (multiple choice)
A. to disseminate knowledge B. “communication” and “association”
C. to develop students’ ability D. to pass down culture
E. to let students know more
F. other alternatives (please write here) _____
6. In what way do you often teach?
A. guiding students to cooperate and inquire B. asking questions while teaching
C. mainly teaching D. students activities in pairs or in groups
7. Do you think it very important for students to participate in English teaching?
A. very important B. important C. not so important D. not important
8. What are you worried about if you are conducting a class where your students participate actively and speak freely?
A. The class might be out of control B. poor discipline
C. Students might learn nothing D. nothing to worry about.
9. In what way do you often ask students questions?
A. encourage students to raise hands B. pick up students on random
C. pick up superior students D. never think about it.
10. Are you angry or annoyed if some students interrupt you politely for question while you are teaching?
A. often B. sometimes C. seldom D. never
11. Do you often divide students into pairs or groups for class activities?
A. often B. occasionally. C. seldom D. never
12. Do you often encourage students to express their own ideas?
A. often B. sometimes C. seldom D. never
13. Do you often participate in the discussion with students?
A. often B. sometimes C. seldom D. never

14. What do you usually do when some student behaves actively in class?
A. offer positive evaluation and praise him or her
B. let students applaud for him/her
C. saying “well done” or “a good job”
D. no particular response
15. Do you ask students to help you with material preparation or to give you suggestion on teaching design when you are preparing the class?
A. often B. occasionally C. seldom D. never
16. Do you think the teaching method and style of teachers will exert influence on the students’ enthusiasm for classroom participation?
A. yes and very much so B. yes, but not very much
C. no D. do not know
17. From your teaching experience, in which way do you think students will learn more, being involved in study or just listening to teaching?
A. being involved in study B. listening to teaching
C. almost the same D. do not know
18. Do you often use Participatory Teaching Approach in your teaching?(group discussion, cooperative inquiry , role play, etc.)
A. often B. occasionally C. seldom D. never
19. New English Curriculum Standards proposed that more methods and ways should be taken to encourage and stimulate students to participate in learning. According to your teaching experience, what kind of class activities can play an important role in stimulating students to be involved?
20. What kind of difficulties will you probably encounter when you are directing students to participate in English teaching? Please give a brief description based on your school, grade, and class.

THANKS FOR YOUR COOPERATION!!!

Appendix 2

Questionnaire for Students

To whom it may concern,

This questionnaire is intended to know some of your ideas of English learning for further study and research.

Tick the best answer(s) from the following. Except for the marked multiple-choice and subjective ones, all the others are single-choice questions.

1. What teaching method does your English teacher often use?
 - A. guiding students to cooperate and inquire
 - B. asking questions while teaching
 - C. mainly teaching
 - D. students activities in pairs or in groups

2. Which one do you prefer among the following class teaching methods?
 - A. students' cooperative inquiry
 - B. asking questions while teaching
 - C. mainly teaching
 - D. students activities in pairs or in groups

3. What kind of role(s) do you think a teacher should play in teaching? (multiple choice)
 - A. authority
 - B. instructor
 - C. cooperators
 - D. disseminator of knowledge
 - E. director

4. In what way do you behave in class?
 - A. speak actively
 - B. speak relatively more
 - C. speak occasionally
 - D. never speak

5. Would you like to raise your hands when you have known the answer to the question given by teacher?
 - A. very much so
 - B. yes
 - C. no
 - D. not in the least

6. What is the reason why you don't want to answer the question given by teacher?

A. shy

B. not sure about the answer, fearing to make a mistake

C. do not know the answer

D. disgusted with answering questions

E. fearing to be laughed at

7. When questioned, will you be criticized by teacher if you cannot answer it or don't do it well enough?

A. often B. sometimes C. seldom D. never

8. Does the teacher often give you the assignments that need to be cooperated by more than three students?

A. often B. sometimes C. seldom D. never

9. Will your teacher be annoyed when he or she is politely interrupted by students for questions while teaching?

A. often B. sometimes C. seldom D. never

10. Does your teacher always leave some problems to be discussed freely by the students in class only with some simple hints given?

A. often B. sometimes C. seldom D. never

11. Do you hope to be encouraged by your teacher to explain it to others on the stage if what you are going to learn is right what you have known?

A. very much so B. yes C. no D. makes no difference

12. In your mind, does your teacher often encourage you to express your own ideas?

A. often B. sometimes C. seldom D. never

13. In your mind, does your teacher participate in the discussion with students?

A. often B. sometimes C. seldom D. never

14. Do you preview before new units start?

A. every time B. often C. occasionally D. never

15. Does your teacher ask students to help with some materials preparation work or with some auxiliary work when he or she prepares class?

A. often B. sometimes C. seldom D. never

16. Do you think the teaching method and style will exert influence on your enthusiasm for classroom participation?

- A. yes, and very much so B. yes, but not very much
C. no D. do not know

17. Which one of the following teaching methods and styles do you think is the most intolerable?(multiple choice)

- A. monotonous in class B. lack of interaction in class
C. echo what the books say with no interest
D. other alternatives (please write here)

18. Which one of the following ways can stimulate your enthusiasm for classroom participation more than others?(multiple choice)

- A. a spokesman or a spokeswoman for group discussion
B. speak on the stage individually
C. speak off stage individually
D. hand in his or her own thinking result in written form
E. other alternatives (please write here)

19. From your own study experience, in which way do you think you will learn more, being involved in study or just listening to teaching?

- A. being involved in study B. just listening to teaching
C. almost the same D. do not know

20. How many of the teachers who have taught you have used Participatory Teaching Approach (group discussion, cooperative inquiry, role play, etc.)?

- A. all teachers B. most teachers
C. a small number of teachers D. no teachers

21. Do you think it important for students to participate actively in classroom teaching of English? Why?

THANKS FOR YOUR COOPERATION!!!

Appendix 3

Post-test Questionnaire to Target Students (Chinese)

关于初中英语课堂参与式教学活动的调查问卷

各位同学:

你们好! 非常感谢你接受这份调查, 并提供所需的数据, 你的意见对我们的研究至关重要。请在相应选项前打√(请注意:如果是单选题, 你只能选择一个答案, 如果是多选题, 你可以选择一个或多个答案)或在横线上填写相应内容。请根据你的实际情况和真实想法回答下列问题。非常感谢!

你的性别: 男 女

你所在年级: 初一 初二 初三

你的英语成绩: 非常好 中上等 中下等 较差

1. 你认为你能主动融入英语课堂教学中去, 跟着老师的节奏学习英语。[单选题]

A.非常同意 B.同意 C.一般 D.不同意 E.非常不同意

2. 你对英语课堂教学内容非常感兴趣, 非常愿意参与到英语教学中去。[单选题]

A.非常同意 B.同意 C.一般 D.不同意 E.非常不同意

3. 与过去相比, 英语老师在本学期把更多的课堂时间留给与学生进行互动和练习。[单选题]

A.非常同意 B.同意 C.一般 D.不同意 E.非常不同意

4. 这学期中, 英语老师给你在课堂表现英语能力(如演讲或对话表演等)的平均次数为_____。[单选题]

A. 0次 B. 1-2次 C. 3-4次 D. 5-8次 E. 10次以上

5. 按每节课 40 分钟计算, 平均每节英语课老师会安排大概_____的时间与学生进行互动, 让学生有机会参与到课堂中去。[单选题]

A. 30-40 分钟 B. 20-30 分钟 C. 10-20 分钟 D. 10 分钟以下 E. 基本没有互动时间

6. 你认为通过开展参与式教学, 你的哪方面能力能得到提高?[多选题]

A. 英语听力能力 B. 英语口语能力 C. 英语阅读能力

D. 英语写作能力 E. 合作能力 F. 考试成绩 G. 都没有提高

其他_____ (请补充)

7. 你认为参与到英语课堂互动对你英语学习的好处在于_____ [多选题]

- A. 培养对英语学习的兴趣
- B. 提高对英语学习的自信心
- C. 有助于轻松掌握老师的授课内容, 学以致用
- D. 有助于通过升学考试等各种英语能力测试
- E. 培养与其他同学的合作精神
- F. 没多大意义

8. 你认为以下哪种英语教学内容最能增强你参与课堂的积极性, 你最感兴趣。 [多选题]

- A. 课本文章分析
- B. 单词讲解
- C. 情景对话讲解
- D. 游戏导入讲解
- E. 应试技巧讲解
- F. 其他(请补充) _____

9. 你认为以下哪种课堂活动能最有效地带动你参与到课堂中。 [多选题]

- A. 小组讨论
- B. 英语主题演讲
- C. 情景对话及小品扮演
- D. 看电影或视频/听英文歌曲
- E. 英语知识竞赛
- F. 英语游戏
- G. 其他(请补充) _____

10. 你认为以下哪种情况会导致课堂的参与式教学法实施情况不佳? [多选题]

- A. 课堂以讲授型为主, 老师主导课堂。
- B. 上课内容枯燥, 学生不感兴趣。
- C. 课堂活动安排及时间设置不合理, 老师给学生参与表现的机会和时间太少。
- D. 学生对英语不感兴趣, 无兴趣参与到英语课堂中去。
- E. 学生基础不够好, 听不懂上课内容, 无法参与到英语课堂中去。
- F. 参与到课堂互动中对提高自身的英语水平用处不大。
- G. 其他(请补充) _____

11. 通过在英语课堂开展参与式教学, 你对英语学习的兴趣提高了。 [单选题]

- A. 非常同意
- B. 同意
- C. 一般
- D. 不同意
- E. 非常不同意

12. 你希望英语老师在今后的英语课堂中能继续开展参与式教学活动。 [单选题]

- A. 非常同意
- B. 同意
- C. 一般
- D. 不同意
- E. 非常不同意

Appendix 4

Observation Sheet (Chinese)

“参与式”课堂教学评价模型

评课人姓名:___ 科目:___ 课题名称:___ 时间:

指标	评价要素	达到程度			
		A	B	C	D
情绪状态	老师有饱满的精神状态;探讨知识的激情。				
	学生有适度的紧张感;对知识的探求欲望。				
参与交往状态	学生与老师、学生与学生之间相互尊重、理解、平等。				
	学生对学习感兴趣,积极主动参与各项活动。				
	学生和学生、学生和老师、学生和教材之间保持多向、丰富、和谐、有效的信息交流。				
	*有的学生能出色地参与教的活动。				
思维状态	学生在探究学习的过程中能发现、提出问题。				
	学生和学生、学生和老师、学生和教材之间围绕学习目标对问题进行有效的分析与讨论。				
	学生通过分析及讨论能较好地解释或解决问题。				
	*学生能提出具有挑战性与独创性的问题与见解。				
学习达成状态	学生在不同程度上都有喜悦和成功的体验。				
	学生掌握了必要的基础知识与技能。				
	学生在各自的基础上都获得了进一步发展的能力。				
	*学生全身心地投入到学习的过程中,出现了课已完,意未尽的感人场面。				
其他					
教学特色					
评价等级					
评语 (改进建议)	A	B	C	D	

Appendix 5

Pre-test Interview to Target Group

a. Introduction

1. Which year did you start to teach English at this school?
2. What is your educational background before work as a teacher?

b. Knowledge about CRC and CRC awareness

3. Explain anything you know about CRC or children's rights.
4. Do you think it is important to give students chances to express ideas in class? Why and Why not?

c. Knowledge about participatory approach

5. Have you ever implemented participatory approach in your class? Why and why not? 6. If you are asked to implement this approach in your class, what is your biggest concern?

d. Problems or challenges in teaching the course

7. Please list any problems or challenges you meet in teaching this course. 8. Do your students like your teaching?

e. Expectations to the project

9. What are your expectations towards this project?
10. Are you positive or pessimistic about implementing participatory approach in your class? Why?

Pre-test Interview to Target students

1. How much time do you have in each English class to express your opinions?
2. How much time do you have in each class to share ideas and discuss with your peers? 3. When you make mistakes, what does your teacher say? Can you give an example?
4. What dominates the class more, your teacher or the students?
5. Do you like your teacher's class? If yes, why? If not, why?

Appendix 6

Post-test Interview to Target Teachers

a. Background information

1. Which year did you start to teach English at this school? What is your professional background?
2. When and how did you hear about participatory approach (PA)? When did you start to utilize this approach in your class? What drives you to implement it?
3. Have you ever attended any training program on PA? If yes, please list them.

b. Knowledge about CRC and CRC awareness

4. After participating in this project, what did you learn about CRC or children's rights? Please give specific examples.
5. Do you think it is important to give students chances to express ideas and participate actively in class? Why and Why not?
6. How would you describe the roles and relationship of the teacher and students?

c. Knowledge about participatory approach

7. Do you have any difficulties in designing PA activities in accordance with your teaching objectives? If yes, please give specific examples.
8. What are the most successful PA activities have you designed in the class in this semester?

d. Reflections on the project

9. After you implemented PA in you class, what are the biggest benefits or changes brought to your students and your class?
10. After you implemented PA in you class, what are the biggest problems or challenges?
11. Are you positive or pessimistic about continuing to implement PA in your class? Why?
12. If you would like to continue to work on improving students' participation and performance in class, what kinds of help would you expect to get from your school, the local Education Department and IMNU?

Publikationer från Rättssociologiska institutionen Lunds universitet

Beställning och aktuella priser på: <http://lupak.srv.lu.se/mediatryck/>
Böckerna levereras mot faktura.

Lund Studies in Sociology of Law (ISSN 1403-7246)

- 1 Hydén, Håkan (red) *Rättssociologi – då och nu: En jubileumsskrift med anledning av rättssociologins 25 år som självständigt ämne i Sverige*
148 sidor ISBN 91-89078-23-3 (1997)
- 2 Hydén, Håkan & Alf Thoor (red) *Rätt i förändring: Om kristendenser i svensk rätt*
146 sidor ISBN 91-89078-24-1 (1997)
- 3 Hydén, Håkan *Rättssociologi som rättsvetenskap*
130 sidor ISBN 91-89078-47-0 (1998)
- 4 Carlsson, Bo *Social Steerage and Communicative Action: Essays in Sociology of Law*
326 sidor ISBN 91-89078-65-9 (1998)
- 5 Wickenberg, Per *Normstödjande strukturer: Miljötematiken börjar slå rot i skolan*
546 sidor ISBN 91-89078-78-0 (ak. avh. 1999)
- 6 Gillberg, Minna *From Green Image to Green Practice: Normative action and self-regulation*
218 sidor ISBN 91-89078-80-2 (ak. avh. 1999)
- 7 Carlsson, Bo *Social Norms & Moral Feelings: Essays in Sociology of Law*
86 sidor ISBN 91-89078-83-7 (1999)
- 8 Hydén, Håkan *Rättssociologi som emancipatorisk vetenskap*
221 sidor ISBN 91-89078-89-6 (1999)
- 9 Bartolomei, María Luisa & Håkan Hydén (eds.) *The Implementation of Human Rights in a Global World: Recreating a cross-cultural and interdisciplinary approach*
186 sidor ISBN 91-89078-92-6 (1999)
- 10 Carlsson, Bo *Excitement, Fair Play, and Instrumental Attitudes: Images of Legality in Football, Hockey, and PC Games*
89 sidor ISBN 91-7267-010-X (2000)
- 11 Ryberg-Welander, Lotti *Arbetstidsregleringens utveckling: En studie av arbetstidsreglering i fyra länder*
412 sidor ISBN 91-7267-011-8 (ak. avh. 2000)
- 12 Carlsson, Bo *Rättssociologi och populärkultur*
102 sidor ISBN 91-7267-118-1 (2001)

- 13 Pfannenstill, Annika *Rättssociologiska studier inom området autism: Rättsanvändning i en kunskapskonkurrerande miljö* 214 sidor ISBN 91-7267-120-3 (ak. avh. 2002)
- 14 Gustavsson, Håkan *Rättens polyvalens: En rättsvetenskaplig studie av sociala rättigheter och rättssäkerhet* 478 sidor ISBN 91-7267-135-1 (ak. avh. 2002)
- 15 Avellan, Heidi *Brännpunkter i nyhetsflödet: Rättssociologiska nedslag 2003* 60 sidor ISBN 91-7267-152-1 (2003)
- 16 Rejmer, Annika *Vårdnadstvister: En rättssociologisk studie av tingsrätts funktion vid handläggning av vårdnadskonflikter med utgångspunkt från barnets bästa* 248 sidor ISBN 91-7267-142-4 (ak. avh. 2003)
- 17 Baier, Matthias *Norm och rättsregel: En undersökning av tunnelbygget genom Hallandsåsen* 197 sidor ISBN 91-7267-144-0 (ak. avh. 2003)
- 18 Friis, Eva *Sociala utredningar om barn: En rättssociologisk studie av lagstiftningens krav, utredningarnas argumentationer och konsekvenser för den enskilde* 290 sidor ISBN 91-7267-150-5 (ak. avh. 2003)
- 19 Olsson, Patrik *Legal Ideals and Normative Realities: A Case Study of Children's Rights and Child Labor Activity in Paraguay* 178 sidor ISBN 91-7256-155-6 (ak. avh. 2003)
- 20 Hoff, David *Varför etiska kommittéer?* 306 sidor ISBN 91-7256-156-4 (ak. avh. 2004)
- 21 Zanderin, Lars *Internkontroll och systemtillsyn av arbetsmiljön i äldreomsorgen i fyra svenska kommuner: En rättssociologisk studie* 319 sidor ISBN 91-7267-177-7 22 (ak. avh. 2004)
- 22 Staaf, Annika *Rättssäkerhet och tvångsvård: En rättssociologisk studie* 356 sidor ISBN 91-7267-196-3 (ak. avh. 2005)
- 23 Hallerström, Helena *Rektorers normer i ledarskapet för skolutveckling* 183 sidor ISBN 91-7267-217-X (ak. avh. 2006)
- 24 Friberg, Staffan *Normbildningsprocess – genom brukarsamverkan* 235 sidor ISBN 91-7267-221-8 (ak. avh. 2006)
- 25 Börrefors, Johanna *En essä om estetisk efterrättelse* 231 sidor ISBN 91-7267-235-8 (ak. avh. 2007)
- 26 Appelstrand, Marie *Miljömålet i skogsindustrin – styrning och frivillighet* 323 sidor ISBN 91-7267-240-4 (ak. avh. 2007)
- 27 Sonander, Anna *Att arbeta med barn som brottsoffer – En rättssociologisk studie* 233 sidor ISBN 91-7267-252-8 (ak. avh. 2008)
- 28 Svensson, Måns *Sociala normer och regelefterlevnad – Trafiksäkerhetsfrågor ur ett rättssociologiskt perspektiv* 244 sidor ISBN 91-7267-271-4 (ak. avh. 2008)

- 29 Hydén, Håkan & Wickenberg, Per (eds.) *Contributions in Sociology of Law – Remarks from a Swedish Horizon* 245 sidor ISBN 91-7267-276-5
- 30 Bergman, Anna-Karin *Law in Progress? A Contextual Study of Norm-Generating Processes – The Example of GMES* (ak. anh 2009)
- 31 Baier, Matthias (ed.) *Participative aspects of law – a socio-legal perspective.*
- 32 Wedin, Lina *Going Green – A Study of Public Procurement Regulation* 193 sidor ISBN 91-7267-295-1 (ak. avh 2009)
- 33 Persson, Lars *Pedagogerna och demokratin – En rättssociologisk studie av pedagogers arbete med demokratiutveckling i förskola och skola* 188 sidor ISBN 91-7267-309-5 (ak. avh 2010)
- 34 Leo, Ulf *Rektorer bör och rektorer gör – En rättssociologisk studie om att identifiera, analysera och förstå professionella normer* 190 sidor ISBN 91-7267-314-1 (ak. avh. 2010)
- 35 Johansson, Susanna *Rätt, makt och institutionell förändring – En kritisk analys av myndigheters samverkan i barnahus* 254 sidor ISBN 978-917473-101-9 (ak. avh. 2011)
- 36 Stefan Larsson *Metaphors and Norms – Understanding copyright law in a digital society* 167 sidor ISBN 91-7267-335-4 (ak. avh. 2011)
- 37 Håkan Hydén (ed.) *Norms between law and society – A collection of Essays from Doctorates from Different Academic Subjects and Different Parts of the World* 168 sidor ISBN 91-7267-330-3
- 38 Agevall, Charlotte *Våldet och kärleken – Våldsutsatta kvinnors begripliggörande av sina erfarenheter* 304 sidor ISBN 91-7267-341-9 (ak. avh. 2012)
- 39 Dahlstrand, Karl *Kränkning och upprättelse – En rättssociologisk studie av kränkingsersättning till brottsoffer* 344 sidor ISBN 91-7267-342-7 (ak. avh. 2012)
- 40 Urinboyev, Rustamjon *Living Law and Political Stability in Post-Soviet Central Asia – A Case Study of the Ferhana Valley* 220 sidor ISBN 91-7267-530-8 (ak. avh. 2013)
- 41 Pizzolatto Konzen, Lucas *Norms and Space – Understanding Public Space Regulation in Tourist City* 334 sidor ISBN 91-7267-351-6 (ak. avh. 2013)
- 42 Monciardini, David *Quello che conta – A Socio-Legal Analysis of Accounting for Sustainable Companies* 237 sidor ISBN 91-7267-358-3 (ak. avh. 2013)
- 43 Gustafsson, Håkan, Vinthagen, Stellan & Oskarsson, Patrik *Law, Resistance and Transformation – Social Movements and Legal Strategies in the Indian Narmada Struggle* 162 sidor ISBN 91-7267-352-4
- 44 Erlandsson, Lennart *Rätt, norm och tillämpning – En studie av normativa mönster vid beslut enligt LSS på tre arenor* 188 sidor ISBN 978-91-7473-931-2 (ak. avh. 2014)

- 45 Vargas, Ana Maria *Outside the Law. An Ethnographic Study of Street Vendors in Bogotá* 267 sidor ISBN 978-91-7623-804-2 (ak. avh. 2016)
- 46 Svenaeus, Lena *Konsten att upprätthålla löneskillnader mellan kvinnor och män. En rättssociologisk studie av regler i lag och avtal om lika lön* 392 sidor ISBN 978-91-7753-150-0 (ak. avh. 2017)
- 47 Hartzén, Ann-Christine *The European Social Dialogue in Perspective. Its future potential as an autopoietic system and lessons from the global maritime system of industrial relations* 388 sidor ISBN 978-91-7753-275-0 (ak. avh. 2017)
- 48 Michelson, Staffan *Empowerment and Private Law. Civil Impetus for Sustainable Development* 296 sidor ISBN 978-91-7223-748-3 (ak. avh. 2018)
- 49 Joormann, Martin, *Legitimized Refugees - A Critical Investigation of Legitimacy Claims within the Precedents of Swedish Asylum Law* 267 sidor ISBN 978-91-7267-411-0 (ak. avh. 2019)

Research Reports in Sociology of Law (ISSN 1404-1030)

- 1998:1 Hydén, Håkan (red) *Rättssociologiska perspektiv på hållbar utveckling* 218 sidor ISBN 91-89078-43-8
- 1999:1 Grip, Elsa *Kan kommunen kontrollera kretsloppen? En studie i styrmedel för den fysiska samhällsplaneringen i riktning mot kretsloppssambället* 107 sidor ISBN 91-89078-70-5
- 1999:2 Grip et al, Elsa *"Den som tar ska ge igen": Balansering – ett rättvist system för miljöhänsyn i samhällsbyggandet?* 106 sidor ISBN 91-89078-79-9
- 1999:3 Hydén, Håkan (red) *Aspekter av och perspektiv på normer: Rättssociologer reflekterar kring normer* 177 sidor ISBN 91-7267-001-0
- 2000:1 Wickenberg, Per *Greening Education in Europe: Research Report on Environmental Education, Learning for Sustainable Development and local Agenda 21 in Europe* 112 sidor ISBN 91-7267-021-5
- 2000:2 Hydén, Håkan, Minna Gillberg & Per Wickenberg *Miljöledning i Citytunnelprojektet: MiC-projektet, delrapport 1: Bakgrund och samråd* 74 sidor ISBN 91-7267-025-8
- 2003:1 Wickenberg, Per *Brunnarna i Holma: Samrådets konkreta genomförande 2000-2002 för Citytunnelprojektet i Malmö* 274 sidor ISBN 91-7267-149-1

- 2004:1 Åström, Karsten *Prioriteringar i socialtjänsten: En analys av rättsliga förutsättningar* 46 sidor ISBN 91-7267-163-7
- 2004:2 Hydén, Håkan & Wickenberg, Per *Utvärderingsstudie av Venprojektet* 44 sidor ISBN 91-7267-180-7
- 2004:3 Hydén, Håkan (red) *Landskrona 1970–2010 i tid och rum* 111 sidor ISBN 91-7267-181-5
- 2004:4 Platzer, Ellinor *En icke-lag i sökljuset: Exemplet hushållstjänster i Sverige* 122 sidor ISBN 91-7267-184-X
- 2004:5 Rejmer, Annika (red) *Normvetenskapliga reflektioner* 178 sidor ISBN 91-7267-185-8
- 2005:1 Svensson, Måns *Strategier för ökad regelefterlevnad på trafikområdet* 45 sidor ISBN 91-7267-197-1
- 2005:2 Friis, Eva, Wickenberg, Per & Aurell, Justus *Projekt Nätverk Handel Malmös modell för kompetensutveckling av deltidsarbetslösa inom handeln* 105 sidor ISBN 91-7267-198-X
- 2005:3 Hallerström, Helena *Skolledarskap för förändring och utveckling* 182 sidor ISBN 91-7267-199-8
- 2005:4 Johansson, Susanna, Larsson, Stefan & Wickenberg, Per *Elevinflytande i Lomma kommuns skolor (skolår 7-9)* 105 sidor ISBN 91-7267-201-3
- 2006:1 Agevall, Chalotte *Att skapa goda arbetsmiljöer – med hjälp av design och jämställdhet: En utvärdering av projektet Skåne i god form. Ett samarbetsprojekt mellan LO-distriktet i Skåne, SvenskIndustridesign och Svenska ESF-rådet* 70 sidor ISBN 91-7267-215-35
- 2006:2 Hansen, Helena *Slutrapport till Kronofogdemyndigheten – Otillåten påverkan inom Kronofogdemyndigheten i Malmö* 35 sidor ISBN 91-7267-222-6
- 2006:3 Carlsson, Lina & Waara, Fredrik *Offentlig upphandling ur upphandlarens perspektiv: Resultat från två studier med fokus på byggupphandling och ekologisk hållbarhet* 37 sidor ISBN 91-7267-226-9
- 2007:1 Dahlstrand, Karl *Den anomiska rätten – Om undantagskonstruktion av de rent ideella kräningsersättningarna* 130 sidor ISBN 91-7267-241-2
- 2007:2 Johansson, Susanna *”Man är kanske mer kapabel än vad man trodde...” – Utvärderingsrapport av projekt Mötesplats Social Ekonomi Malmö – arbetsträning för långtidsarbetslösa och långtidsjukskrivna* 103 sidor ISBN 91-7267-247-1
- 2007:3 Hallerström, Hellena *Invandrarkvinnor på väg mot arbete genom utbildning och Kooperation – Extern utvärdering av projekt Trappan i stadsdelen Rosengård, Malmö* 55 sidor ISBN 91-7267-250-1

- 2008:1 Rejmer, Annika, Rasmusson, Bodil, Johansson, Susanna, Friis, Eva & Åström, Karsten *Barnahusens organisation, samverkan och verksamhet – Lägesrapport April 2006 – Delrapport 1 i utvärderingen av nationell försöksverksamhet med barnahus 2006-2007* ISBN 91-7267-261-7
- 2008:2 Pavlovskaja, Evgenia & Åström, Karsten *Rättsliga perspektiv på barnet som brottsoffer – Delrapport 2 i utvärderingen av nationell försöksverksamhet med barnahus 2006-2007* 56 sidor ISBN 91-7267-260-9
- 2008:3 Friis, Eva *Sociala utredningar om brottsutsatta barn – Målgrupp, handläggning och insatser – Delrapport 3 i utvärderingen av nationell försöksverksamhet med barnahus 2006-2007* 108 sidor ISBN 91-7267-259-5
- 2008:4 Johansson, Susanna *Myndighetssamverkan i barnahus – organisering, innehåll och process – Delrapport 4 i utvärderingen av nationell försöksverksamhet med barnahus 2006-2007* 98 sidor ISBN 91-7267-262-5
- 2008:5 Rejmer, Annika och Hansen, Helene ”... känner du till skillnaden mellan lögn och sanning” – *En analys av förundersökningar – Delrapport 5 i utvärderingen av nationell försöksverksamhet med barnahus 2006-2007* 80 sidor ISBN 91-7267-263-3
- 2008:6 Rasmusson, Bodil ”*Det är ju inget dagis precis...*” *Barns och föräldrars upplevelser av kontakter med barnahus – Delrapport 6 i utvärderingen av nationell försöksverksamhet med barnahus 2006-2007* 84 sidor ISBN 91-7267-255-2
- 2008:7 Åström, Karsten & Rejmer, Annika ”*Det blir nog bättre för barnen*” – *Slutrapport i utvärderingen av nationell försöksverksamhet med barnahus 2006-2007* 142 sidor ISBN 91-7267-264-1
- 2008:8 Svensson, Måns & Persson, Lars *Socialtjänsten som kunskapskälla – En modell för psykosocial rapportering inför strategiska beslut på kommunal ledningsnivå avseende bland annat hållbar utveckling och folkhälsa* 88 sidor ISBN 91-7267-258-7
- 2008:9 Hallerström, Helena & Tallvid, Martin *Egen dator som redskap för lärande. Utvärdering av projektet ”En-till-En” i två grundskolor i Falkenbergs kommun – Delrapport 1* 95 sidor ISBN 91-7267-274-9
- 2009:1 Svensson, Måns & Larsson, Stefan *Social Norms and Intellectual Property – Online norms and the European legal development* 66 sidor ISBN 91-7267-305-2
- 2010:1 Friis, Eva *Projekt Trapphuset Rosengård: Utbildningsverkstad och empowermentstation för invandrarkvinnor på väg mot arbete – En rättsociologisk undersökning av måluppfyllelse, genomförande och normstödjande arbete .Slutrapport från den externa utvärderingen* 82 sidor ISBN 91-7267-325-7
- 2012:1 Özascilar, Mine *Fear of Crime – Comparing the ‘Shadowing Effect’ of Fear of Sexual Assault on Turks and Sweds* 70 sidor ISBN 91-7267-345-1

- 2013:1 Wickenberg, Per & Leo, Ulf *Ett steg fram och ett tillbaka... – Statens styrning av miljö och hållbar utveckling genom skollag, läroplaner och kursplaner* 40 sidor ISBN 91-7267-534-0
- 2013:2 Sonander, Anna & Wickenberg Per *Folkhögskola 2.0 – ett kompetensutvecklingsprojekt* 66 sidor ISBN 91-7267-360-5
- 2015:1 Serrano Cardona, Nicolas & Baier, Matthias *Stockholm and Bogotá Citizenship Culture Surveys comparison* 58 sidor ISBN 978-91-7267-383-0
- 2016:1 Wedin Hansson, Lina & Johansson, Susanna *Hållbar samverkan? En fallstudie av samverkan i hållbar offentlig byggnadsupphandling* 50 sidor ISBN 978-91-7267-388-5
- 2016:2 Wedin Hansson, Lina *Report on Best Practice Interviews on sustainable and innovative public procurement* 73 sidor ISBN 978-91-7267-390-8
- 2016:3 Wedin Hansson, Lina *Going Green in Construction A study of sustainability and innovation practices in public procurement of construction works.* 76 sidor ISBN 978-91-7267-391-5
- 2018:1 Vuleta, Davor *Ekonomisk otrygghet -en deskriptiv analys av migranters överskuldssättning.* 85 sidor ISBN 978-91-7753-587-4
- 2019:1 Wickenberg, Per *Norm formation from the Inside of a Swedish Court.* 33 sidor ISBN 978-91-7267-408-0
- 2019:2 Måns Svensson & Oscar Björkenfeldt *New Enviromental Zones for Passenger Cars Attitudes, norms and legal compliance.* 70 sidor ISBN 978-91-7267-408-0
- 2019:3 Wickenberg, Per, Rasmusson, Bodil & Leo, Ulf (eds.) *International Studies on Enactment of Children's Rights in Education. 30 researchers from non-western countries.* 301 sidor. ISBN Tryck 978-91-7267-419-6 ISBN PDF: 978-91-7267-420-2

Sociology of Law Dissertations 1978–

1. Widerberg, Karin: Kvinnans rättsliga och sociala ställning i Sverige 1750-1976 (1978)
2. Hydén, Håkan: Rättens samhälleliga funktioner (1978)
3. Magnusson, Dan: Konkurer och ekonomisk brottslighet (1979)
4. Kalderstam, Johnny: De laglösa. Om rättens betydelse för levnadsförhållandena i en kriminell subkultur (1979)
5. Akalu, Aster: The Process of Land Nationalization in Ethiopia. Land Nationalization and the Peasants (1982)

6. Esping, Hans: Förvaltningsrätt och reformpolitik (1983)
7. Ericsson, Lars: Ett surt regn kommer att falla. Naturen, myndigheterna och allmänheten (1985)
8. Carlsson, Bo & Isacson, Åke: Hälsa, kommunikativt handlande och konfliktlösning. En studie av patientens ställning och av Hälso- och sjukvårdslagens ansvarsnämnd (1989)
9. Eriksson, Kjell E.: Jag slutar! Individuell konfliktlösning i arbetslivet (1991)
10. Ödman, Ella: Planlagstiftningen och välfärden: tendenser i utvecklingen av svensk planlagstiftning (1992)
11. Olsson, Sven-Erik: Kvinnor i arbete och reproduktion. Havandeskaps-penningens tillämpning (1993)
12. Gutto, Shadrack: Human and Peoples Rights for the Oppressed. Critical Essays on Theory and Practice from Sociology of Law Perspective (1993)
13. Schlytter, Astrid: Om rättvisa i barnomsorgen. Den kommunala barnomsorgens fördelningsregler ur ett vardagsperspektiv (1993)
14. Rolfsson, Margaretha: Unga på drift. Om sociala normer och social kontroll i Rosengård (1994)
15. Banakar, Reza: Rättens dilemma. Om konflikthantering i ett mångkulturellt samhälle (1994)
16. Kähl, Ingela: Socialarbetarkåren – den lindansande professionen (1995)
17. Svenning, Margaretha: Miljökriget. Miljöarenan och politikens möjligheter att styra vår miljö (1996)
18. Hammar-sköld, Claes-Göran: FINSAM: Förändring av en välfärdsorganisation genom försöksverksamhet (1997)
19. Mascaro, Joakim: Aurea Norma (1998)
20. Gillberg, Minna: From Green Image to Green Practice. Normative action and self-regulation (1999)
21. Wickenberg, Per: Normstödande strukturer. Miljötematiken börjar slå rot i skolan (1999)
22. Ryberg, Lottie: Arbetstidsregleringens utveckling (2000)
23. Pfannenstill, Annika: Rättsociologiska studier inom området autism. Rättsanvändning i en kunskapskonkurrerande miljö (2002)
24. Rejmer, Annika: Vårdsnadvister. En rättsociologisk studie av tingsrätts funktion vid handläggning av vårdnadskonflikter med utgångspunkt från barnets bästa (2003)

25. Baier, Matthis: Norm och rättsregel. En undersökning av tunnelbygget genom Hallandsåsen (2003)
26. Friis, Eva: Sociala utredningar om barn. En rättssociologisk studie av lag-stiftningens krav, utredningarnas argumentationer och konsekvenser för den enskilde (2003)
27. Olsson, Patrik: Legal Ideas and Normative Realities. A case study of children 's rights and child labor activity in Paraguay (2003)
28. Hoff, David: Varför etiska kommittéer? (2004)
29. Zanderin, Lars: Internkontroll och systemtillsyn av arbetsmiljön i äldreomsorgen i fyra svenska kommuner. En rättssociologisk studie (2004)
30. Staaf, Annika: Rättssäkerhet och tvångsvård. En rättssociologisk studie (2005)
31. Hallerström, Helena: Rektors normer i ledarskapet för skolutveckling (2006)
32. Friberg, Staffan: Normbildningsprocess genom brukarsamverkan (2006)
33. Börrefors, Johanna: En essä om estetisk efterrättelse (2007)
34. Appelstrand, Marie: Miljömålet i skogsbruket – styrning och frivillighet (2007)
35. Sonander, Anna: Att arbeta med barn som brottsoffer. En rättssociologisk studie (2008)
36. Svensson, Måns: Sociala normer och regelefterlevnad. Trafiksäkerhetsfrågor ur ett rättssociologiskt perspektiv (2008)
37. Anna Piasecka: European Integration vs. European Legal Cultures. A Comparative Case Study concerning Harmonization and Implementation of EU Migration Law (PhD, within the Renato Treves International Doctorate in "Law and Society", Milan)(2008)
38. Bergman, Anna-Karin: Law in Progress? A Contextual Study of Norm-Generating Processes – The Example of GMES (2009)
39. Wedin, Lina: Going Green – A Study of Public Procurement Regulation (2009)
40. Persson, Lars: Pedagogerna och demokratin – En rättssociologisk studie av pedagogers arbete med demokratiutveckling i förskola och skola (2010)
41. Leo, Ulf: Rektorer bör och rektorer gör – En rättssociologisk studie om att identifiera, analysera och förstå professionella normer (2010)
42. Johansson, Susanna: Rätt, makt och institutionell förändring – En kritisk analys av myndigheters samverkan i barnahus (2011)
43. Larsson, Stefan: Metaphors and Norms – Understanding Copyright Law in a Digital Society (2011)
44. Agevall, Charlotte: Våldet och kärleken – Våldsutsatta kvinnors begripliggörande av sina erfarenheter (2012)

45. Dahlstrand, Karl: Kränkning och upprättelse – En rättssociologisk studie av kränkingsersättning till brottsoffer (2012)
46. Urinboyev, Rustamjon: Living Law and Political Stability in Post-Soviet Central Asia – A Case Study of the Ferhana Valley (2013)
47. Pizzolatto Konzen, Lucas: Norms and Space – Understanding Public Space Regulation in Tourist City (2013)
48. Monciardini, David: Quello che conta – A Socio-Legal Analysis of Accounting for Sustainable Companies (2013)
49. Erlandsson, Lennart: Rätt, norm och tillämpning. En studie av normativa mönster vid beslut enligt LSS på tre arenor (2014)
50. Vargas, Ana Maria: Outside the Law. An Ethnographic Study of Street Vendors in Bogotá (2016)
51. Lena Svenaeus: Konsten att upprätthålla löneskillnader mellan kvinnor och män. En rättssociologisk studie av regler i lag och avtal om lika lön (2017)
52. Ann-Christine Hartzén: The European Social Dialogue in Perspective. Its future potential as an autopoietic system and lessons from the global maritime system of industrial relations (2017)
53. Staffan Michelson: Empowerment and Private Law. Civil Impetus for Sustainable Development (2018)
54. Martin Joormann: Legitimized Refugees - A Critical Investigation of Legitimacy Claims within the Precedents of Swedish Asylum Law (2019)

Sociology of Law Licentiate Dissertations

- Platzer, Ellinor: En icke-lag i sökljuset. Exemplet hushållstjänster i Sverige. Licentiatavhandling (2004).
- Larsson, Stefan: Between daring and deliberating – 3g as a sustainability issue in Swedish spatial planning. Licentiatavhandling (2008).

International Studies on Enactment of Children's Rights in Education

The UN Convention on the Rights of the Child is a human rights legal document decided and adopted by the UN General Assembly in November 1989. This international convention has had a major impact on children's rights, policies and legislation in many countries around the world. Another prominent feature of the development, however, is the lack of research in many areas on implementation of children's rights. This underline the importance of a book like this with contributions from countries seldom represented with research in their own context.

This book has been initiated by researchers at the Child Rights Institute, Lund University, a research network with the aim to act for and support the rights of the child in different contexts, national and international, in research, in education or in other relevant practices. The Institute gather researchers to stimulate and to support new and continued research with a point of departure in the CRC. It provides an open and suitable arena for researchers to publish new material on implementing CRC in society. Invitation of researchers from our global network to contribute to an anthology was therefore fully in line with this ambition.

Fifteen new international studies on the enactment of children's rights in schools and education are presented in this book. The authors are researchers from Colombia, Zambia, Viet Nam, Egypt, India, Kenya, Indonesia and China. They are researchers and scholars active in many different academic environments as research universities (Indonesia, Zambia, China, Kenya, Egypt, and Sweden), teacher training universities (China and India), National University of Education (Viet Nam, Colombia), Institute of Social Work and Health (India), District Teacher Training Institution, DIET (India).



LUND
UNIVERSITY

Research Report in Sociology of Law 2019:3
SOCIOLOGY OF LAW • LUND UNIVERSITY
P.O. BOX 42 • SE-221 00 LUND • SWEDEN

ISSN 1404-1030
ISBN Tryck: 978-91-7267-419-6
PDF: 978-91-7267-420-2

