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Change Projects from the International Training Programme: Child Rights, Classroom and School Management - Batch 21

Summing up

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Published in:

Change Projects from the International Training Programme: Child Rights, Classroom and School Management

2016

Document Version:

Publisher's PDF, also known as Version of record

[Link to publication](#)

Citation for published version (APA):

Wångdahl Flinck, A., Leo, U., Rasmusson, B., Wickenberg, P., & Andersson, L. (2016). Change Projects from the International Training Programme: Child Rights, Classroom and School Management - Batch 21: Summing up. In *Change Projects from the International Training Programme: Child Rights, Classroom and School Management* (pp. 191-200). (Child Rights, Classroom and School Management; Vol. 21). Lund University.

Total number of authors:

5

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Change Projects from the International Training Programme



Child Rights, Classroom and School Management

BATCH 21

2014b

Change Projects from the
International Training Programme

Child Rights, Classroom and School Management

Final Reports
Batch 21
2014b

ISBN: 978-91-982261-5-7
Lund University Commissioned Education
Postal Address: Box 117, 22100 Lund, Sweden, Phone: +46+46-2220707
Printed by Media-Tryck, Lund University, Sweden 2016

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PREFACE

We would like to thank all change agents in Batch 21 who have participated in the international training programme on Child Rights, Classroom and School Management and contributed with a final report in this book. They have contributed to the initiation of changes aimed at the realization of the intention of the Child Rights Convention in policy as well as in practice in their respective countries; Cambodia, China, Egypt, Ethiopia, Malawi, Namibia, South Africa, Tanzania, Viet Nam, Zambia.

Lund, May 2016

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I. INTRODUCTION

In 2003 Lund University Commissioned Education was given the task, after public tender, to create and administrate a programme on “Child Rights, Classroom and School Management” following the provisions and principles contained in the UN Convention on the Rights of the Child (CRC), Sida’s development policy on Education and other internationally ratified instruments in the areas of child rights and education. The programme was oriented to target persons holding a position from where they could initiate processes of change in their home countries. During the years 2003-2009 the International Training Programme (ITP) on Child Rights, Classroom and School Management was arranged 11 times with 330 participants completing it. Most of them are still working for child rights in their countries and have formed national and regional networks. In 2010 Lund University Commissioned Education won the contract in a new procurement for arranging the programme twice a year 2010 - 2012 with an option for another two years. The option won approval in 2012, thus the programme continued with new batches starting until 2014. In 2014 the 20th and 21st batch started the redesigned programme and this book is the results of batch 21.

Programme objective and goals

The overall aim of the Sida International Training Programmes is to contribute to capacity development and processes of change in developing countries by offering key persons training. The ITPs are specially designed for persons qualified to participate in reform processes of strategic importance on different levels and who hold a position in the home organisation with the mandate to run processes of change. In the long-term perspective the programmes should contribute to institutional strengthening and capacity development in the participants’ countries.

From a development perspective, the overall, long-term objective of the new Child Rights, Classroom and School Management programme is: “to improve participating countries’ capacity to offer and ensure everyone’s right to relevant and quality education, an education that is safe and secure, inclusive, student-centred, democratic and

problem-solving and that creates opportunities for all, regardless of background, to participate in community life as active citizens.”

The programme objective to be expected at the end of the contract is that changes which contribute to the realization of the intention of the Child Rights Convention in policy as well as in practice will take place.

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

- Increased knowledge and understanding of the CRC.
- Increased knowledge and understanding of the Education for All (EFA) and MDG's targets, relevant international concepts such as child-friendly schools, inclusive education and education for democracy and human rights (EDHR) as well as other relevant international instruments.
- Increased knowledge and understanding of experiences, methods and tools for organizational change in general, and rights-based (participation, inclusive and transparent) and democratic methods and tools for change in particular.
- Knowledge and understanding of Swedish and other international methods for translating children's rights and democratic values into practice in schools and in the classroom.
- Expanded international and national networks to work with the CRC and other relevant international conventions and other instruments.

In order for the training programme to contribute to desired changes participants need to acquire an understanding of the child's situation, background of the Child Rights Convention and children's right in, to and through education. Tools to initiate and/or lead changes that make the participants' respective organisation better able to imple-

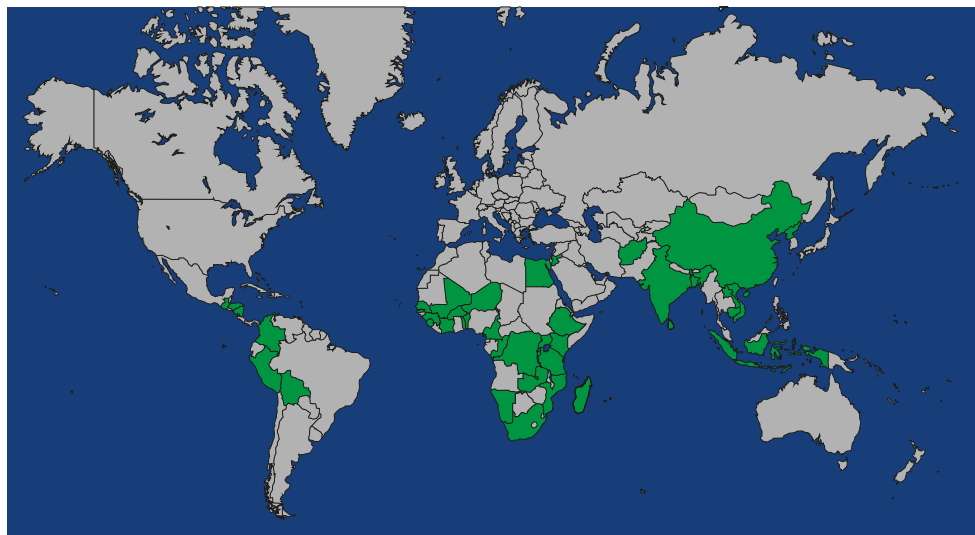


Figure 1: Countries with change agents and initiated change processes as a result of the Child Rights, Classroom and School Management programme

ment and comply with the CRC and other relevant human rights instruments in the educational field are also required. The program must thus supply both background knowledge and an understanding of the content of the CRC and other relevant international conventions and instruments as tools for capacity development and organizational change. In this way, participants are expected to function as agents of change - change agents in their domestic contexts.

The Child Rights, Classroom and School Management Programme was one of the first ITPs with a clear change focus. One of the key elements in the training programme is to initiate and support change processes in the participants' home organisations and countries. The training programme has initiated more than 200 change processes in the participating countries.

Contents

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

- Policy documents and laws in the subject area related to human rights - CRC, Education for All (EFA) and other internationally-agreed instruments of key importance in this context,
- Key aspects of children's rights to, in and through education and their practical implications
- Democracy in the school and the school's role in society "citizenship", inclusive education and gender equality
- Opportunities to use Information and Communication Technology (ICT) to promote increased quality and increased access to information and knowledge
- Appropriate forms of leadership as well as organizational structures, forms and behaviour and a leaders' role in the various structures
- Difficult situations such as disciplinary measures, bullying, corporal punishment and sexual abuse and possibilities to make a change
- Importance of problem-solving, critical thinking, participatory approach in the participants' context
- Education for Sustainable Development as a holistic approach where social, economic and ecological issues are integrated.
- Quality assurance as a method for continuous development and sustainability of change.

Target Group

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

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

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

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

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

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

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

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

Latin America: Bolivia and Colombia

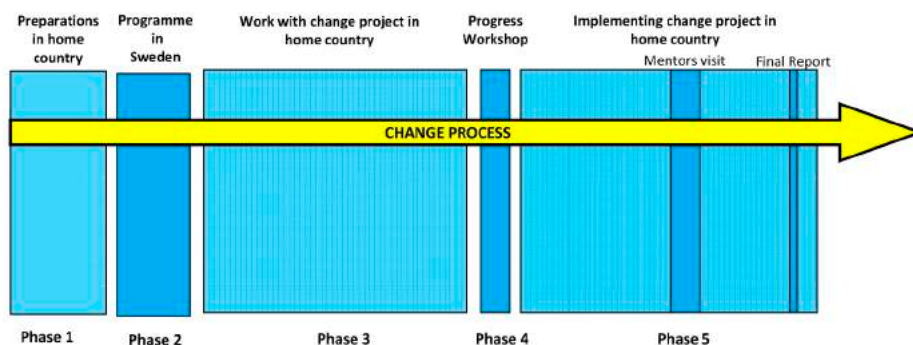
Participants and teams are selected with the thought in mind to optimize the outcome of the course and make the change processes sustainable. Countries are selected to participate on several occasions over the years. This means of participation of different teams from the same country over the years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

Country \ Batch	Batch																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Afghanistan							1														
Bangladesh	1	2																			
Cambodia											1		2	3	4	5		6		7	
China	1	2			4					5	6	7		8		9	10	11	12	13	14
Colombia				1	2	3		4	5	6	7	8	9	10		11	12		13	14	
DPR of Korea																				1	
Egypt			1							2		3		4	5		6	7			8
El Salvador										1											
Ethiopia	1	2		3		4	5	6	7	8		9	10			11		12			13
Honduras		1																			
India			1	2		3		4	5		6		7	8	9	10		11			
Indonesia	1		2	3			4	5	6		7	8	9		10	11	12		13	14	
Jordan		1			2	3		4			5										
Kenya	1			2		3															
Laos					1	2		3													
Malawi			1	2	3		4	5			6		7		8	9		10	11	12	13
Mozambique							1		2						3	4		5		6	
Namibia		1	2			3			4		5			6			7	8	9	10	11
Peru	1	2																			
Rwanda	1																				
Sierra Leone												1	2	3							
South Africa			1		2						3		4	5	6		7	8	9		10
Sri Lanka	1		2	3	4	5	6	7	8	9			10			11			12	13	
Tanzania	1	2	3	4	5		6	7		8	9	10		11	12		13		14		15
Uganda				1	2	3	4	5	6	7	8		9		10		11	12		13	
Viet Nam		1	2			3	4		5	6		7	8		9		10		11	12	13
Zambia	1	2	3		4		5		6	7		8		9		10		11		12	13

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

Programme Structure

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



A change project is the frame of the ITP on Child Rights, Classroom and School Management and a process which continues throughout the entire programme. The change project is made possible through teamwork and thus it is of great importance that the entire team is involved in the process and that the project has a high level of practical relevance for each team member. Each team is assigned a mentor who is responsible for supporting and monitoring their work as well as the networking process. Throughout the various phases of the programme, participants will be given tools for developing and implementing the change project and for making it sustainable. A description of the different phases in the programme for batch 21 will follow.

Phase 1 – Preparations in the home country was when the participants contacted the other team members and former participants in the program. The team began to explore the work and implementation of the Child Rights Convention in their own country. According to assignments given, they also prepared the background information which contributed to the baseline of their change project. (July-September, 2014)

Phase 2 – Programme in Sweden lasted for approximately four weeks and consisted of child rights studies combined with study visits to relevant Swedish institutions and different schools. Interaction between the participants from the different countries added to the experience and increased the knowledge gained. The change project, which should have a high degree of practical relevance for the participants and their home organisations, is to be identified, planned and decided on and before the participants leave, they submitted a project plan. (September 15 – October 9, 2014)

Phase 3 - Work carried out in the change project in the home country with regular assistance from the team's mentor. The teams kept close contact with their mentor, the organisations and the stakeholders, and they also submitted a progress report. (October 2014 – March, 2015)

Phase 4 – Progress workshop in Indonesia for 10 days focused on the change project carried out by the country teams. The participants were asked to present their results so far and develop and discuss future plans for applying the programme content in their change project. Visiting former participants' existing projects and organisation were also relevant. The principal idea of phase IV is to give and gain as much as possible from the mentors and the other participants in order to implement the change project. (March 22 – April 1, 2014)

Phase 5 - Implementing the project in the home country with assistance from the mentor. After phase four in India, follow-up visits have been conducted by the respective mentor in the teams' home countries. The mentor together with the team met stakeholders, agreed on the following steps and also evaluated the project for change. After this visit the teams submitted the final change project reports in this book. (April 2014 - March 2016)

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

Book of Final Reports

Final reports from all the participating teams in batch 21 are published in alphabetical order in this book. They represent different approaches to and topics on implementation of CRC with their points of departure in different actual problems in their respective countries. Common to all countries is that they have ratified CRC about 20 years ago. All states have, as a result, formulated laws, policies and programmes aimed at implementation of CRC and strengthening the position of children. However, there is still often a large gap between these good intentions and practice. The change project is trying to bridge this gap.

At the end of the book, the mentors in the ITP on Child Rights, Classroom and School Management from Lund University - Agneta W Flinck, Ulf Leo, Bodil Rasmusson, Per Wickenberg, and Lena Andersson - reflect on the focus areas presented and the conclusions drawn by the participants and the country teams in their final reports of the change projects related to CRC.

2. CHANGE PROJECT REPORTS

CAMBODIA

Cambodia had its first team in batch 12 (2010) and in total 7 teams and 21 change agents in batches 1-21 (March 2016) in the programme.



Level	Change Agents	Change Projects	Comments
National	8	3	Ministry of Education
Region/Province/District	11	3	Teacher Training
Local	2	1	Schools and pre-schools

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

The Child Rights Program has been implemented in the north and in the center of Cambodia. In Stung Treng Province at the Regional Teacher Training Center has the change work focused on *participation* and in Phnom Penh at different departments in the Ministry of Education, Youth and Sports (Curriculum develop department, Early Childhood department, Teacher Training department and Primary Education department) has the change work mainly focused *implementation and sensitization of CRC* in general and *participation* in particular.



Area: 181,035 km²

Population: 15, 135, 169 (est. 2014)

Capital: Phnom Penh

Independence: 1953

Official languages: Khmer

CAMBODIA

Enhancing active student participation by using the “bottom up- approach” in the Student Council in Bunnary Hun Sen Samaki Primary School Phnom Penh

Chan Sophea, Than Thavy, and Thong Chanchada

1. Introduction

Education in Cambodia

Cambodia is located in the South-East Asia and join boarders with Thailand on the West, with Thailand and Lao on the North, with Vietnam on the East and with the Gulf of Thailand on the South. The Cambodia Education system has its roots in the French Colonial Empire. The first established Education system was on Primary level. After the French Colonial left, the Education system has been developed and expanded. According to the Education Congress report in academic year 2013-2014, it showed the Education system in Cambodia as:

1. Preschool sub sector, cover children age 3 to 5 years old and normally in public school, community preschool, private preschool and home based education program.
2. Primary sub sector, apply for children age 6 to 11 years old and performs in public school and private school.
3. General Secondary Education sub sector cover both lower secondary and upper secondary. The system usually applies for student age 12 to 17 years old, and performs in public and private schools (MoEYS, Report on Education in academic year 2013-2014, 2014). Ministry of Education Youth and Sport also have non-formal education for complete illiteracy people in country and it is the sub sector also.

2. Frame of reference

Primary Education Context

Children's access to primary school has improved, with the enrolment rate improving from 94.8% to 98.2% with no gender disparity, repetition rates was 4.5 % and drop-out rates was 10.5 % (EMIS). The Child Friendly School Program started 2004-2005. UNICEF and Save the Children Norway (SCN) have implemented pilot activities in Kom Pong Cham province by UNICEF and Kom Pong Chhnang province by SCN. In 2005 Cambodia established a national working group to developed Child Friendly School materials for implementation. The CFS program has been implemented in Cambodia but only at primary level. Based on the good result that the program have brought we are now implementing and broaden the basic education grade 1 to 9. It is important to keep the 6 dimensions of the CFS program in mind:

1. All children can enrol
2. Effective teaching and learning
3. Health, safety and child protection
4. Gender sensitivity response
5. Participation by children, family and communities
6. Education System Support.

The Steering Committee at national level and CFS working group at sub-national level are responsible for the implementation of the CFS program. The active team are National Core Trainer (NCT) at the central and District Training level and Monitoring Team (DTMT) at the sub-national level. In purpose of reaching the achievement of the Education for all (EFA) we have other activities such as: Early Grade Reading Assessments (EGRA) support by Global Partnership for Education (GPE). Furthermore, the Khmer text book in grade 1 to 3 has been revised and implemented in primary school level. Bilingual Education is processing for the minority group. The accelerated program has been provided to over age children to access. School improvement grants (a program that expanded nationwide in school year 2013/2014) and thousands of teachers have been trained in Effective Teaching and Learning (MoEYS, 2013).

Many schools require better quality inputs, especially schools in rural areas where the role of communities and parents has to be deepened to address cross-cutting social and economic issues at community and home levels. Teacher performance needs to be regularly monitored and assessed; there remains a gap in the number of qualified teachers needed. Many more school principals need support in leadership and management. Improving data accuracy requires further work and better harmonization between Education Management Information System and a school quality assurance system needs to be developed (MoEYS, 2013).

Primary education has been considered as a priority and the large percentage of MoEYS budget allocated to this area needs to be maintained. Good public financial management requires the demonstration of a strong linkage between resources and results.

Several development partners will continue to provide financial and technical development of the sub sector: the Global Partnership for Education will develop a program, SIDA provides support through a school improvement grant to every school and EU provides budget support which creates the possibility to increase the school operating budget through Program Budgeting (PB) funds. The multi donor funded Capacity Development Partnership Fund provides opportunities to strengthen capacity at all levels. World Food Program (WFP) will continue the School Feeding program. And other DPs and NGOs implement innovative programs which provide input to policy discussion and possible scale up (Ministry of Education Youth and Sport, 2013).

3. Purpose

Child Friendly School program is implemented in 6,993 primary schools in the country (EMIS). The result of CFS Schools have 3 levels such as: basic, medium and advance. The number of school reaching basic 27.29 %, medium 39.45 % and advance 33.26 %.

In particular, one component related to the rights of participation of students in the Child Friendly School program is dimension 5: *Participation of children, family, and community such as activities*

1. Collection of children's work for student portfolio and exhibition for community
2. Social activities/mobilization for interest of community
3. Student councils,
4. Strategy by which school helps families and communities.

Focus on the third core activities of dimension number 5: Student Councils, research tells us that most of schools did not manage to implement student councils well. In general, the form of the guideline is very good and in detail, but in reality it does not work/run. Batch 21 wants to highlight the norms in school and discuss why they need to change in order to create better opportunities for the school to implement democratic Student Councils. We believe by applying the concept of the Convention of the Rights of the Child (CRC) that the need for the bottom – up approach will be visible. All the processes of the Student Councils today follows the top-down approach, which means that all the activities in the Student Council are set up by the adults and implemented by adults. Referring to Roger Hart's work on participation (see figure below) we can say that we need to take a great leap forward and invite the students to take their own initiative and be their own leaders. Our aim is to show that it is possible to move from rung 2-3 (young people are decoration and tokenized) to rung 4-5 (young people assigned and informed and young people consulted and informed) on Hart's ladder on participation. We even can reach the higher rungs.

Roger Hart's Ladder of Young People's Participation



Rung 8: Young people & adults share decision-making

Rung 7: Young people lead & initiate action

Rung 6: Adult-initiated, shared decisions with young people

Rung 5: Young people consulted and informed

Rung 4: Young people assigned and informed

Rung 3: Young people tokenized*

Rung 2: Young people are decoration*

Rung 1: Young people are manipulated*

**Note Hart explains the last three rungs are non-participation*

Adapted from Hart, R. (1992) Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre
Created by The Freechild Project - <http://freechild.org>

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To increase and strengthen participation of Student Council Committee Members on the dimension 5 of the CFS program we refer to article 12 mentioned general principals of fundamental importance of the Convention on the Right of the Child.

Our main objective is to reinforce the implementation of Student Council from top-down to bottom-up approach and encourage student to participate in activities and make decision by their own (UNICEF & Third edition, 2007). We want to focus on development of the knowledge and practice of the School Council and the role and responsibility of every student. We hope that the future Student Council will be run by confident students expressing their value of democracy and knowledge based on the concept on CRC.

According to article 12 (Implementation Handbook for the Convention on the Right of the Child page 150), "The child as a subject of rights and an active participant", the committee considers the importance of recognizing the rights of the child to express the child's views and participation in various activities. It is beneficial for the child, for the family, for the community, the school and the state for democracy to involve the child and make use of his or her capacities (UNICEF, 2007). Paragraphs 6 claims that "A world feed for children, states commit themselves in its declaration to listen to children and ensure that participation is implemented (Implementation Handbook for the Convention on the Right of the Child page 152). We must respect the children's right to express themselves to participate in all matter affecting them in

accordance with their age and maturity” (UNICEF, 2007). To respect children and to see them as present citizens will help every society to build a better future for all.

In general, we aim to increase student’s participation in school and community activities so it could make students learning outcome more effectively. Article 31 in the CRC, highlights the child’s rights to rest, leisure, play, and to be involved in recreational activities and to participate in cultural and artistic life. It clearly combine the right to play and the right to be engage in play and recreation activities appropriate to the age of the child with the right to receive quality education (UNICEF, 2007).

Target group and stakeholders

Our target group is the students, especially student council members (from grade 4 to 6), the school principal, teachers (from grade 4 to 6) and parents in Bunrany Hun Sen Samarky primary in Phnom Penh. The stakeholders are the community members, the District Office of Education, the Provincial officer of Education and officers at the Department of Primary Education in Ministry of Education Youth and Sport.

4. Methodology and activities

According to our project plan for batch 21st, the team has done progress activities since we came back from the training in Sweden. On 5th of November 2014, the team had a meeting at Primary Education Department of MoEYS and discussed our project plan and assigned some tasks and responsibilities.

On the 8th of December 2014, we met the stakeholders at the target school. This event gather the School principal, teachers, Student Councils members, parents, officers from District of Education and officers from the Capital of Education from Bunrany Hun Sen Samaki Primary School.

The team has made an agenda and presented the topic of CRC and the background for our change project and asked for permission to implement the project in their school. Then the team suggested some activities for the school to implement such as up-date the Student Committee structure in the school, and find out the role and responsibility of each individual member.





After the school confirmed and provided permission, the CRC change agent team conducted another meeting to confirm tasks for the previous meeting and discuss how to develop training materials on CRC to the target group in the target school. They also discussed the tools for the monitoring and follow up monitoring. It was held on 5th January 2015 according to the schedule.

On 24th February 2015, Team batch 21st had conducted the training on CRC to the target group in the target primary school. 27 persons participated in the training; School Principals, Teachers at grade 4 to 6, Student Councils representative from grade 4 to 6 in morning shift and afternoon shift. This was the first training and it is aimed to strengthen the CRC knowledge focusing on 3 P's and children's participation, based on article 12 of CRC.

After the training, we conducted one more meeting to wrap up the results from the mid plan implementation and find out information for the progress report. It was held on 2nd March 2015 at Early Childhood Education Department, MoEYS.

After coming back from the progress seminar in Solo, central Java (Indonesia) in March 2015, team batch 21th continued the project as planned. On May 2015, the monitoring follow up was conducted to see what has happened and discussed the implementation way with all members of the student council. We divided the group and met group 1 with the teachers and the principal and group 2 with all members of the student councils.

On the 27nd of June 2015, the team has conducted workshops for the school principal, all grade 4 to 6 teachers and all members of student councils from grade 4 to 6. The workshops aimed to discuss how to implement the CRC in this school in particular.



School Principal and teacher discussion on CRC implementation



Discussion with Student council members on CRC implementation

On the 31st of December 2015, we monitored the change process and did some follow up on the tasks which were promised by the school principal and all stakeholders. We met the school principal and checked what had happened in the classroom that was reserved for the student council and the development of the different clubs.

After the monitoring, the CRC team met and discussed the result from the monitoring. Then, we decided to arrange another workshop. We developed new materials for workshop, such as translation of a version in Khmer, presentation slides, attendance sheet of student councils (club member) meeting, reporting format of club member meeting.

The training of the student councils was conducted on 28th January 2016, and 26 student councils member from grade 4 to 6 participated. The aim was to assign new members to the different clubs and to plan for different club actions among the year. They discussed the new role and the norms for participation among each club (sport, study, and art). After the discussion they prepared the classroom corner for each club and present their ideas and their design for the material. The team has conducted a meeting to draft the report in February 2016 during the Impact seminar in Phnom Penh.



Group discussion among study club and a line to select club of participation

5. Results

In the first meeting, the CRC change agent team 21st got the task to review the existing documents. We developed tools for the training. We wrote the letter to the school asking for permission to implement the CRC project. We made appointment to meet the stakeholder at the target school. And we succeeded to implement the project.

An unexpected outcome is the cooperation with Plan International, Cambodia, which will support this project. This is a picture showing the first time we met all the target groups at Bunray Huns Samaki Primary school, the CRC team has got the permission to implement the CRC project from the school principal and school support committee. And they supported our aim to implement the project at their school.



The school principal also agree with the team's suggestion to up-date the structure of the Student Councils Committee representative; re-identify the role and responsibility of each member based on the Child friendly School for primary school guideline in dimension 5. The team got the baseline information for the project based on interviews we made among the participants, some questions about the current situation in the school.

After our second meeting, the training documents, the pre-test and the post-test, the PowerPoint presentation and the equipment has been completely developed.



All the target groups have attended the training. During the training they asked many questions related to the content CRC and the 3P's. They also raise some current situations based on 3P in their school and we had a discussion with them how to find the ways for students to participate in the class and in the school activities. Solutions how to involve class and school activities developed based on brainstorming and discussions. Afterwards they agreed and made commitment to apply to monitor changes of attitudes of students for those who do not involve in the activities. The School principal and the teachers understood the

CRC- concept and 3P's. They wanted to support the student activities and do follow up – monitoring to improved more participation for the students in school activities.

At the end of the follow up monitoring and discussion, the student councils decided to create three different clubs and the idea was supported by the school principal and the teachers. A study club, sport club and art club have been developed and selected member from the student councils were chosen to represent each club.

The team suggested to develop training materials to support the club member's implementation of their rights and responsibilities and the bottom-up approach. The school principal decided to give one class the responsibility for decorate the club's room. The school principal and the teachers had developed terms of reference and agreed to support each club.

After monitoring on 30th December 2015, we observed that the school has identified the new student council's member for year 2016. The room chosen for the clubs has been adding the defending mental of the window to secure the material. But we discovered that the newly assigned student council was not ready to take the steps to decide about the clubs. So we had to develop another training workshop to guide them in how to implement the participation in particularly and to guide them how to elect and select leaders for the clubs (Sport, Art and Study club) and once more to discuss and motivate the bottom-up-approach as a tool to implement participation.

Before the training, team 21 translated our project plan into Khmer to clarify for the school, prepared power point slides, hand outs, draft ToR of each club, model attendance sheet of each club meeting, reporting format of the meeting during they have met.

27 student councils members have participated in the training. They have selected the club leaders and members. The leader of each club has been selected based on election among the student councils of grade 4 to 6. The new role and ToR of each member has been agreed among the club member and finally each corner of the classroom have been designed by the students based on club function and free choices, designed by themselves. The planning of each clubs, their needs, activities and content has been developed and agreed among member for implement the ToR.

6. Discussion and Reflection

Refer to the outcome: Student Council will be run by confident student expressing their values of democracy and knowledge based on the concept on CRC, the team has almost completed the activities for the first output, but one activity is left, collecting line data for the first monitoring.

On the second output, the team has just started the first training for increasing the participation in the school and have many activities left, such as improve the student councils to push their member in active listening, active participation, doing drama, doing role play and group work.

The last output is not on time to be implemented yet. In terms of monitoring activities the team should find existing document and develop monitoring tools for the bottom-up approach, then we are ready to collect data and analyse it.

We have found that the school principal provides strong support to our project and follows his commitments and promises. The teachers have also done their task and supported our implementation. This support to our project is very important and gives us a better potential for improving the CRC, particularly the participation of every student. We have seen an increasing motivation among the students, they are happy to improve their roles and to understand how participation can help them and even if they lack of materials and equipment, they feel good about starting implementation their rights at their school.

The parents' reflection to this project is very important. They are committed to support each club such as sport equipment for the sport club, music equipment for the art club, and books for study club.

CRC change agent team 21 do hope that the club implementation CRC of student councils of Bun Rany Hun Sen Samaki will implementation the role and activities what they have set in each club plaining with effective. And we expect that, they will get beneficiary with new sharing knowledge and have improved physical and mental development.

In general, we observed that our target group in this project have commitment to involve and implement our project and they seem very happy to be part of the project. The CRC team also has commitment to implement this project to change negative ways, which differ from the theory in the implement hand book of CRC.

7. Way Forward

Team batch 21st will also do monitoring till the end of school year, and wrap up the lesson learn from their implementation. Team will prepare one sample of each club and designed specific term of reference for sharing to stakeholder. We will write a proposal to disseminate our result from the implementation in one target school to Primary education department, provincial education officer in charge of primary education level, DoE level and some primary school who wish to implement our model.

Appendix 1

Clubattendance sheet format

No	Name of member	From class	October				November				December				Total
			1 st week	2 nd week	3 rd week	4 th week	1 st week	2 nd week	3 rd week	4 th week	1 st week	2 nd week	3 rd week	4 th week	

Appendix 2

Reporting Format for club..... meeting

Date

Number of participant:.....

Meeting agenda:.....

1-.....

2-.....

3-.....

Results reflect to agenda:

1.....

.....

.....

2.....

.....

.....

3.....

.....

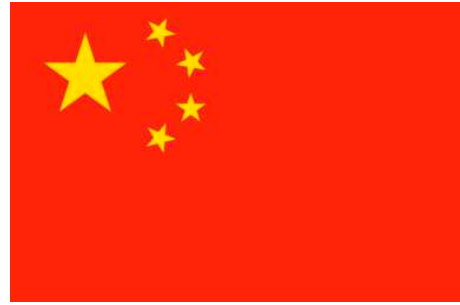
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Reporter

Leader of club member

CHINA

China had its first team in batch 1 (2003) and in total 13 teams and 38 change agents in batches 1-21 (March 2016) in the programme.



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

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

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



Area: 9,596,960 km²

Population: 1, 393, 786, 836 (est. 2014)

Capital: Beijing

Independence: 1912/1949

Official Language: Mandarin

CHINA

After the Big Bang: A Module to Prepare Pre-service Teacher Trainees for Future Practice in CRC Education

Li Jie, Ma Wei, and Zhang Yu.

1. Introduction

To look at the protection and development of child rights within the educational system in China, we can find that, although quality education and curriculum reform were implemented gradually, test scores are still the most important and fair elements in college enrollment. From the perspective of the 3Ps of CRC, provision and protection have already been implemented quite well in China. Basic construction, teaching facilities, and the management of school safety have got long-term development. Nowadays, the biggest problem lies in the teachers' lacking of professional competence and imbalanced distribution of qualified teachers. Especially in some schools where there are insufficient high-quality educational resources, students can't be taught in accordance with their aptitude mainly due to the large size of the class. At present, pre-schools are the only place where child rights and interests are thoroughly protected in China. We are delight to see the tendency of educating children too early in the form of primary school has been gradually lessened. This is replaced by the children's freedom to choose study area, rich and colorful outdoor activities, and collective education with high participation. "children-oriented" concept has been deeply rooted in the heart of every educator.

Recently, a new round of education reform of college enrollment system has started. Students are no longer forced to choose either science or arts. Instead, they are free to choose the subjects they are interested in except for the three compulsory subjects Chinese, Math and Foreign language. Besides, students could also have two chances to take English examination per year for the university entrance exam, and the higher score will be recorded. All these changes aim at giving students more freedom and making them more active in participation in their learning processes. These changes will also be bound to drive the elementary education to make changes accordingly.

As an autonomous region, the educational development in Inner Mongolia ranks relatively lower than most of other provinces in terms of many aspects. Thus, looking for the general paradigm to protect and develop child rights in classroom has become a top priority. This, at the same time, puts forward higher requirements for school administrators and teachers as well as presented new challenges to classroom teaching and school management.

2. Frame of Reference

Since 2003 till now, Child rights, classroom and school management advanced international training program (ITP) has been conducted in Inner Mongolia for 13 years. After the change agents of Batch1 implemented effective teaching in a pilot middle school in Tongliao, participatory approach (PA) has become the main carrier of this ITP program. On the basis of raising target members' awareness to protect children's right, from Batch19 (Batch 19: 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; Batch 20: A Handbook of Rights-Based Participatory Approach for EFL Teaching (EFL – English as a Foreign Language), change agents endeavored to explore PA on practical dimensions among both in-service and pre-service teacher trainees. Batch 21 continued to choose teacher trainees as their research objects, trying to enhance the application of PA among the source of teachers who are pre-service teacher trainees in Inner Mongolia. That is to say, before graduated from school, pre-service teacher trainees should be fully equipped with the CRC awareness and the competences to apply CRC concept especially PA in their future teaching.

3. Purpose

This project *originally* aims at raising pre-service teacher trainer's and trainee's awareness of participation in the classroom based on Child Right Convention (CRC), by developing a Chinese version manual of rights-based Participatory Approach (PA) for all subjects teaching and learning.

The manual will facilitate the pre-service teacher trainers and trainees to acquire a general understanding of CRC and CRC-based participatory approach in teaching and learning based on concrete experiences.

4. Methodology (Activities)

During the past two years, the three change agents in batch 21 experienced working out first project plan, cooperating with batch 20, confusing about their own task, misunderstanding between each other, arguing about the way of conducting the project, big bang before progress report, reproducing a new project plan, and finally, finalizing the methodology of the project.

The following is what we have done from November 2014 to December 2015/ January 2016.

Phase 1: Preparatory work for the first draft of the handbook. (Oct 2014 – March 2015)

1. Work out the project plan; report to and get the approval of leaders in Education Department, IMNU and CFU respectively

In October 2014 in Sweden, after getting the approval of Per and members of batch 20, we decided to cooperate with batch 20 to work out a Chinese version handbook of rights-based participatory approach for all subjects pre-service teacher trainers and trainees as well as in-service teacher trainers and trainees in Inner Mongolia in order to make sure PA could be implemented more broadly without being limited by English proficiency. As soon as we finished study in Sweden, change agents in batch 21 first of all reported the project plan to the supervisors in Education Department, IMNU and CFU respectively, and got the approval.

2. Activities conducted before the progress report in Indonesia.

After getting the approval, we began to read the draft of English handbook of batch 20, discussed with batch 20, learned from their experience, and tried to work out the first draft. Activities we have carried out before March 10th are as follows:

We first of all put what we have learned in Sweden into practice; used PA in our classes and experienced the differences between PA and traditional teaching mode by themselves; had interviews with students in different subjects, and gained some valuable opinions towards the Chinese version handbook, including cover, table of contents, and section.

Ma Wei, lecturer in CFU, gave a presentation on CRC especially on PA in Sweden to all the teachers in his department, and invited several colleagues who are interested in PA to use it in their classes.

We also had frequent discussion and interaction with batch 20 to learn from their first English draft on one hand, and shared a lot of useful materials on the other hand. Being suggested by batch 20, we observed several CRC-related classes taught by other change agents, collected some extra materials for the handbook and compiled the draft

IMNU has definitely made a lot of progress on disseminating PA among both pre-service teachers in English department and in-service teachers in English in experimental school (No. 19 & 38 middle schools) in HUUHOT. However, Chifeng has left far behind on this. Therefore, the change agent from CFU is going to work on the Chinese version handbook for PA with change agents in IMNU, and introduces PA in CRC classes for pre-service teachers in English department in Chifeng at the same time. In

other words, Ma Wei in CFU will start experimenting our Chinese version Handbook from English department in Chifeng College and then to other departments.

In IMNU, we had a group meeting for the project reports by Batch 19 and 20. We have gained a lot of suggestion and inspiration. What most interests us is that we are suggested to develop a class modal handbook where teachers in all subjects could find a lot of real class modals (or sample lesson) in the book. We believe that no matter how well teachers know the theories of PA, the way how to apply it and how to design and organize the class is more practical.

As an officer in Educational Department, Li Jie tried to arrange school visits for both batch 20 and 21. Our intention is to observe real classes in middle school to collect first-hand materials. Besides, we also planned to have interviews with middle school teachers of different subjects to obtain practical suggestions from them.

However, the first school visit (No.21 middle school) for both batch 20 and 21 hasn't been arranged until March 10th, which is only one week before the progress report for batch 21 in Indonesia. This is also considered the turning point of the change project by batch 21.

3. Turning point of the project after the school visit in No. 21 middle school.

In March 10th, Sun Xiaorui from batch 20 with Li Jie and Zhang Yu from batch 21 went to No. 21 middle school for class observation and interview. The reason why we chose this school was because it was an experimental school of Sun Baijun's (the first change agent in Inner Mongolia in batch 1) project on effective learning dissemination. We observed both English and Geography class in grade 8 and 11 respectively. To our delight, their program was also focusing on participation, and both teachers and students behaved different from what they did in traditional classes. However, during the observation and interview with teachers and students, we found many problems:

The photos below were taken in two classes, which were English class in grade 11 and Geography class in grade 8. However, we could hardly find the differences. During



English class – grade 11 and Geography class – grade 8.

the visit, we found that all the classes were arranged almost the same in terms of seating plan, lesson procedure, teacher talk, students talk, grouping, etc. the reason of this was because they were all under the guidance of a handbook about effective learning. This, in our mind, was too doctrine.

During the class break, we had chat with students randomly, and not to our surprise, students said they could feel the differences, but their scores and abilities didn't make too many changes. This, to some extent, matches the data collected by batch 19 that the class who has adopted the PA got even worse results in final examinations.

When we had a chat with a dean and two teachers, all of them first of all said they had positive attitude towards this experimental project. However, when we discussed with them about the reason why they would do that and what they thought was the effect of this way, they had no ideas at all. Finally, they admitted that many teachers indeed felt confused about this but had to use this method passively due to the pressure from the administrators.

Before we left, some teachers in other subjects volunteered to talk with us and expressed their ideas that they were indeed unwilling to change as they still believed that scores speak first.

In sum, what we found from the school visit was that all the changes taking place (especially students' participation) were merely formal, while how to ensure its effectiveness seemed to be solved urgently. This also made me realize that if we were going to work out another handbook for them to use in the future, the result was likely to be the same if teachers still had unclear ideas why they should do this.

As soon as we finished our school visit in No. 21 middle school, we three members in batch 21 shared our experience via Internet. After long discussions for several times, we finally reached an agreement that we needed to make a change from ourselves first. During the past three months, we had to admit that we were too much influenced by the draft of batch 20 and were narrowed by their idea. Thanks to the school visits and classroom observations, we finally found our own way. We all agreed that the biggest problem in the dissemination of PA was not HOW to do it **but WHY** they should do it. Finally, we decided to overthrow the idea we had before and stepped on a new way. In our new project, we will put the strong emphasis on preparing pre-service teacher trainees for future use in the concept of CRC and understand WHY to work with CRC and especially participation (PA).

Phase 2: Big Bang in Indonesia

Two weeks in Indonesia was productive and fruitful. During two weeks, we presented our conflict between old and new ideas to all the mentors and other change agents. We were so lucky to get many valuable challenges and suggestions. After being approved and encouraged by our mentor Per Wickenberg, we three change agents worked together to have a further discussion on the new plan and make a new labor division.

This new ongoing project aims at achieving the following three outcomes during three years:

1. Raising EFL pre-service teacher trainees' awareness on CRC in education;
2. Equipping pre-service teacher trainees' with CRC glasses;
3. Preparing pre-service teacher trainees to implement CRC in future teaching in practice.

After three-year change project, the target group (selected pre-service teacher trainees in IMNU and CFU) are supposed to have thorough understanding of CRC in education; furthermore, they should be not only ambitious but also well prepared for implementing CRC in future teaching in practice. Only by doing this could they minimize the conflict between CRC and existing educational system in China in their future practice at school.

In other words, this project is an ongoing copy version of the change project we have participated in Lund University in Sweden.

Phase 3: Design a module to prepare pre-service EFL teacher trainees for future practice in CRC education

1. Report to and get the approval of leaders in Education Department, IMNU and CFU respectively

As soon as batch 21 finished the progress report in Indonesia, Ma Wei in CFU and Zhang Yu in IMNU shared the new project plan with other change agents in their school respectively. In IMNU, Zhang Yu had several discussions with different colleagues to ask for suggestions for the module, and got both the courage and challenge.

2. Conduct the project with the same purpose in different schools in different ways.

As mentioned above, the current situation in IMNU is very much different from the situation in Chifeng, so Zhang Yu and Ma Wei decided to apply different ways in two schools with the same purpose. In the following section, we are going to introduce how we conducted the project at different schools in different ways.

Projects conducted in Inner Mongolia University, IMNU

After having discussion with the former change agents in IMNU, Zhang Yu realized that a mere course in one term for 10 weeks was too limited to implant CRC awareness in students' mind. Therefore, she planned to do the project with the same group of students for 3 years from their 2nd year till their 4th year including their internship.

What she would like to do was to work with them now and then in order to raise their CRC awareness little by little so that they could deeply understand why they should do this but not merely how they should do it.

1. *Compile all the materials done by former batches (batch 16, 17, 19, 20) and observe the classes given by former change agents.*

IMNU has a leading position in CRC education. In the former batches, especially batch 17, 19 and 20, all the change agents have endeavoured to focus their projects on participation. In order to strengthen the network cooperation as well as the sustainability, Zhang Yu in IMNU first of all compiled all the documents produced by former batches for further use in their module. The documents included the book written by batch 17 named *Child Rights and School Education*, the syllabus designed by batch 15 and the handbook designed by batch 20 named *A Handbook of Rights-Based Participatory Approach for EFL Teaching*. After this, she also observed the experimental classes for the draft of the handbook designed by batch 20 and had a reflective discussion with her students. During the class observation, Zhang Yu found the biggest problem was that most of the students were passively instructed by the handbook. This finding was confirmed in the reflective discussion after class. During the discussion, all the students admitted the importance of participation and hold a positive idea towards the handbook. While when they were challenged by the question why they should do it and what the relationship is between CRC and the handbook, they had not clear idea. All these findings deepened her mind to do a long-term project. She would endeavor to help participants first of all understand **why** they should do this so that they could actively explore **how** to do it **by themselves**.

2. *Select target students, build a target group*

The target pre-service teacher trainees Zhang Yu has chosen were sophomore students from two classes in English department in IMNU. The main reason why she chose them was because they were English majors and have already laid certain basis of English competence in their first year. Apart from this, she was the English listening and speaking teacher in their first year and she had already shared the CRC concept with them. Furthermore, she was also the head teacher of one of the two classes and Xiaorui, another change agent in batch 20, was the head teacher of the other class. Therefore, it would also be easier for Yu and Xiaorui to cooperate with each other in this long-term education development project.

On September 12th, the second week of the new semester, Zhang Yu had an orientation session in IMNU, and all the students from two classes were invited. They were briefly introduced the aim of the project, how she would conduct it, what she wanted from them and what they may gain from the project. She emphasized clearly that this was a completely volunteering work, and students were absolutely free to decide whether they would like to participate it or not. The result was enlightening. After one-week decision, 25 out of 26 students in class 2 whose head teacher is Zhang Yu and more than two-thirds students from class 1 whose head teacher is Sun Xiaorui volunteered to join this project. Thus, on September 20th, the final list of CRC change agents among the students has been decided which included 41 members.

3. Give lectures in different ways.

The first formal meeting within change agents was not scheduled until September 27th. In the meeting, we had discussions on what their needs were and what they expected from each other.

On October 10th, they had the first lecture lasting for one and a half hours. In the lecture, students are provided with the basic information about CRC including the concept of CHILD, the present status of child rights protection around the world, the 3 Ps, etc. At the end of the class, all the students were required to write a reflective journal to record what they had learned and how they understood it. In their reflective journals, many students indicated that they understood the concept of child and child protection from a brand new angle, which greatly arouse their interests in CRC. Furthermore, all the students said they were interested in the CRC status in different countries and hoped to know more about this.

The second lecture was on October 24th. Since many students said they were interested in CRC status in different countries, Zhang Yu invited two former change agents to attend the lecture and introduced current situation in CRC in different countries they have visited. We did not have any meetings in November due to the school evaluation by Ministry of Education (MOE) in Beijing.

4. School visits by target group members

During the three months of the first semester, Li Jie has tried many times to arrange school visits but failed due to many reasons. On December 28th, we finally succeeded in arranging our first school visit for the trainees. As planned before, we selected 6-8 students at one time so that the school would not be disturbed by too many visitors.

The first school visit we chose was a kindergarten. The reasons were as follows:

First of all, Li Jie, as an officer in provincial education department, has been in charge of schools at kindergarten level for many years and had good relationship with the administrators there.

Secondly, until now, kindergarten is the best place to demonstrate child rights protection in China. We wanted to show our trainees a positive picture in their very first visit.

Finally, at the end of the term, all the elementary schools and middle schools were busy with their final examinations. It was not ethical for us to interrupt them.

As we predicted, this school visit was a successful experience for both students and teachers. The results will be discussed in the following relevant part (below).

Project conducted in Chifeng University, CFU

There are four change agents in CFU, and three of them are lecturers. Comparing to IMNU, they are short in agent numbers, but they have their own ideas. It is the fact that the English proficiency of the students in CFU are much lower than that of the students in IMNU, and the educational level of K-12 in Chifeng cannot reach the level

of those in Hohhot. Owing to this, Ma Wei planned to start the project upon the existing curriculum in CFU. After having discussion with other two change agents Ren Lei (batch 17) and Ma Jingxin (batch 19), they decided to work together on the teaching reform in English department of CFU.

1. CRC concepts and the related contents are integrated into EFL classes in CFU

Since the second semester in 2011, Ren Lei (change agent of batch 17) began to integrate PA into EFL classes in English department. This is followed by an important teaching reform in the second semester in 2012 that the English majors were divided into two directions including English teaching and English translation. Each direction contains a certain professional course group. Students could choose their favorite direction in their second year, and study in a selected course group to make sure they could be more professional in a specialized field after graduation. During the process of selecting the direction, those who are interested in teaching could be filtered out. These students are also considered more passionate to accept CRC and related contents.

By reading and utilizing the reports of former batches especially the result of batch 19 and 20, Ma Wei continued to work with agent Ren Lei and Ma Jingxin in using PA in their teaching based on the actual situation of CFU. At the same time, CRC concepts and content were integrated implicitly in their lectures and teaching procedures. As a result, CRC awareness of the target pre-service teacher trainees was inspired visibly.

Ma Wei used some of the result of batch 20 as a reference, trying to find the bonding points of CRC concept and his own teaching contents, and also the English Teaching in primary schools and secondary school in Chifeng area. By December 2015, students of English normal direction in grade 2 and grade 3 had completed the course of Art of Teaching Language taught by Ma Wei. In addition to lecture content, this course included three CRC lectures, four times' PA-based class designed by students groups, and three classes of teaching practice for the students (pre-service teacher trainees). This mode will be increased in the English normal course groups in the future, which may help the pre-service teacher trainees to prepare themselves well before their final internship.

2. Work as a guide teacher and cooperate with students' practice group

From September 2014, practice and innovation education program for the students were started among juniors. This program, sponsored by the school administrations, aims to enable students to apply what they have learned in the classroom. One student as the program responsible person, composed of four to five students in one group, headed by a teacher as guide, select a topic for research. Each student could earn certain credits after completing the program.

Ma Wei started to be the guild teacher of one group of students when he worked in phase 1 of the CRC program. The group chose "Feasibility investigation of PA in primary school English classroom" as their topic. After coming back from Sweden on October 2014, Ma Wei offered CRC materials and answers to PA teaching method

issues, then organized two seminars with the group of students and some in-service teachers. In middle of November, Ma Wei took this group to a primary school for a visit, to observe the practical teaching of primary and secondary schools in order to further their study.

In phase 4 of CRC program in Indonesia, team China's project was adjusted. But Ma Wei and his students group's study was still helpful for team China's project. Ma Wei once again, with the group of students back to the classroom of primary schools for observation and other field research, more and more problems were found in his own teaching and in the classes of primary school and secondary school. On September 2015, the group of students' (grade 4 then) projects completed their data collection and project completion leaving valuable information for batch 21's projects.

On October 2015, Ma Wei start to guild a second practice and innovation education program group, the students were in grade 2013 (grade 3 then). This group chose to continue the topic of last group, and expend the practice part. Along with the foreign language department of CFU established internship and cooperative relations with two primary schools, this group will design four to five PA activities, work with the guild teacher, then go and practice in the class in primary schools. Data and problems will be collected in the process, this may of great help for their internship before graduation. Till now, the group had carried out their first practice in December 2015, the effect is good, and they also found some problems, data was accumulated.

3. Give lectures in different ways.

After completing the Phase 2 study in Sweden in October, 2014, Mr. Ma Wei gave many lectures to students and teachers about concepts of CRC and PA in different ways and in different situations.

October 10th, 2014, after coming back from Sweden, Mr. Ma Wei got the support from Ms. Ren Lei, the dean of Foreign Language School, Chifeng University.

October 15th, 2014, Mr. Ma Wei gave the first official CRC lecture to all the teachers from Foreign Language School.

October 16th, 2014, Mr. Ma Wei gave the first official CRC lecture to all the students from Foreign Language School.

December 17th, 2014, Mr. Ma Wei gave the second official CRC lecture to all the students from Foreign Language School.

March, 2015, before the Phase 4 study in Indonesia, Mr. Ma Wei gave the guidance to interns for twice.

March, 2015, after the Phase 4 study in Indonesia, Ma Wei gave a report to the dean.

April, 2015, Ma Wei gave a lecture to all the students from Foreign Language School

November, 2015, Ma Wei, together with the teacher from the School of Education, gave a demonstration lesson to Normal Students in the School of Education.

December, 2015, we reached cooperation with a primary school on CRC project after an informal discussion with the Institute of Educational Science.

All the projects and lectures having mentioned above provide a large amount of experience and data. Meanwhile they also offer many rich materials to the Normal students of English majors when they are in the internship.

4. School visits by target group members

November 2nd, 2014, Ma Wei, together with foreign teachers, went to Experimental Secondary School to have an informal discussion with teachers as well as having interactions with students.

September, 2015, agents (Ren Lei, Ma Wei and Ma Jingxin), together with foreign teachers and students, went to Hegan Jingdi Primary School to have an informal discussion with teachers as well as having interactions with students.

October, 2015, Ren Lei, together with foreign teachers, had an informal discussion with teachers in Experimental Secondary School and demonstrated an English writing class.

December, 2015, Ma Wei, together with foreign teachers and students, had an informal discussion with teachers and interacted with students in Zhaowuda Primary School.

December, 2015, Ma Wei was visited by the in-service teacher trainees and was highly praised by them.

December, 2015, change agents (Ren Lei and Ma Wei) gave centralized lectures to teachers from township primary and secondary schools around Chifeng City.

According to the investigation done by Ma Wei from CFU, the English proficiency of teachers from both primary and secondary schools in the nearby towns and villages is of no satisfaction. Most of the English teachers in primary schools and two thirds of the English teachers in secondary schools are not English majors; half of them even haven't got a bachelor degree. Compare to those who work in the secondary schools, the teachers in primary school are more passionate and they are more willing to change their outdated teaching situation. And also, because of the exam-oriented education and enrollment system, secondary school teachers' sentiment of idleness and staying where they were is for granted.

These activities provided and prepared so much information for the English normal students' (pre-service teacher trainees) internship, and of great help for batch 21's project to build a reasonable and practical module for the pre-service teacher trainees and their internship.

5. Results

As a long-term project, 3 months could only be a warming-up step for us. We did not achieve all the activities as we planned in the progress report, because many problems emerged while we were conducting it. However, we are still delight to say that we have begun and have already stepped on way. We now have change the time frame to three years of training of the pre-service teacher trainees.

We also have been successful in a big but necessary revision of our CRC change project and to do that in a way that was important to us after our experiences of real life in the schools. That is an important result for us and following after “the Big Bang”.

The following results are what we have achieved in the past months:

1. Target change agents have been selected and the change group has been formed in both IMNU and CFU.
2. Target change agents’ knowledge of CRC and awareness towards CRC has been raised in both schools (IMNU and CFU).
3. All the resources of the syllabus of this training module have been compiled, and the first draft of the syllabus has almost been finished.
4. Long-term cooperation between IMNU and Manchu Kindergarten has been established.
5. Long-term cooperation between IMNU and Daxuelu primary school has been established.
6. Long-term cooperation between CFU and Zhaowudalu primary school has been established.
7. Series of lectures and activities have been conducted to enable pre-service teacher trainees’ understanding towards CRC.

The results above, as we see, are the concrete base of what we are going to do in the following activities in the training module. However, during past months, we also met many expected and unexpected challenges. We will discuss them in the following part.

6. Discussion and Reflection

Every great effort may meet both opportunities and challenges, so does our project. In IMNU, time and budget are two biggest problems. All the target pre-service teacher trainees in IMNU study in the new campus of IMNU, which is far away from the city. Therefore, every school visit will take them almost whole day off the campus. Besides, whenever they go to have a school visit in the city; it will take them 20 Yuan back and forth. This, to some extent, increases the burden on the target teacher trainees. In the past two school visits, we had to choose trainees who were from Hohhot to visit the school so that they could live at home the night before and go to school the next morning by their own. However, every trainee should be given the equal chances to visit the school. Thus, this dilemma will be the most urgent issue we need to solve in the coming semester.

Despite the challenges we came across, during past months, we were always inspired by the positive results that more and more stakeholders had raised awareness towards CRC especially the importance of PA. However, we still should acknowledge that CRC cannot be in line with every culture automatically. Therefore, how to interpret and integrate CRC into the existing educational system in China seems to be very important. This, we think, may also be the biggest challenge not only for us but for all the change agents and other educators as well. Just as the director in Manchu Kindergarten men-

tioned in the interview when we visited them, “the degree of participation is the biggest headache for us. How to measure the degree of participation and how to persuade parents to support and trust us are still needed to put efforts to.”

As far as we are concerned, this conflict is not unsolvable. During the whole process of the project, we found that both teacher trainers and teacher trainees’ understanding about participation is one-sided. They all equalled the participation to classroom activities. This leads to the result that teachers often put too much emphasis on the classroom activities and students’ performance in the examination were unsatisfactory. This could also explain why parents didn’t support teachers’ changes like this. In fact, participation is more than classroom activities. It should exist in students’ whole learning process which includes decision making, thinking, reflecting, etc. Therefore, to help students improve their autonomous learning abilities is a practical and effective way. As long as students acquire the competence of autonomous learning, they could actively participate in every process of learning, and the learning outcome could also be satisfactory. Owing to this, in our project, we should first of all help the pre-service teacher trainees know the participation comprehensively. What’s more, they should also realize the importance of autonomous learning ability and be equipped with the autonomous learning competence before they go into the society and schools.

The finding of the importance of autonomous learning ability also made us realize that the earlier students are trained this ability, the more they will gain in the future learning. Hence, in our project, we will try to find more primary schools for the target group members so that they could know what the present status in the primary schools is and how they should prepare themselves for the future teaching to enhance students’ participation in the whole learning process.

7. Way Forward

The end of this final report is just a beginning of the project. The more we do for the project, the more responsibility we realize we should have. Plus, we are very delight to see that an increasing number of educational experts have realized the problems of the existing examination system, and many efforts have been put on the reform of the talents selecting system. This, we all believe, may be the opportune time for us to implement PA into classes at different levels. In the following two and a half years, we will make every effort to devote ourselves to achieving the goals so as to disseminate CRC in a broader area. The foremost thing for us to do now is to work out a syllabus for the module so that both school (IMNU and CFU) could follow. This is also essential for further dissemination in the future.

Secondly, we need to strengthen the partnership between IMNU, CFU and experimental schools. This is not only for the target pre-service teacher trainees but for the pre-service teacher trainers as well. In addition, we firmly believe that without knowing what happened in the real classrooms in primary and secondary schools, all the efforts teacher trainers paid are in vain. Therefore, during the training process, we will encourage more and more teacher trainers to pay a school visit with us so as to raise

their awareness of child rights protection as well. This is also an effective way to enlarge the influence of CRC program and enhance the sustainability of the program. This is also how we in the Chinese CRC Change Agents group discussed and planned Way Forward during the Impact Seminar in Phnom Penh, Cambodia, February 7-11, 2016 and thus this also followed in our Post-Conference Paper. During the mentor's visit in February 2016 in Inner Mongolia – in Hohhot and in Chifeng – after the Impact seminar in Cambodia, the similar discussions and decisions on future working plans were taking place in the CRC Network meeting at IMNU.

Finally, in the long run, we are also thinking of applying our syllabus and training module into in-service teacher training programs. Only by doing this could child rights be guaranteed to the maximum degree and to be more sustainable.

8. List of Reference

1. 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.
2. Unicef (2007). *The Handbook of Child Rights Implementation*.
3. Final report by Chinese team in batch 20.
4. Guide for 3-6 year-old children’s learning and development.
5. Ministry of Education of the People’s Republic of China <http://www.moe.edu.cn/>

EGYPT

Egypt had its first team in batch 3 (2005) and in total 8 teams and 24 change agents in batches 1-21 (March 2016) in the programme.



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

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

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



Area: 1,001,450 km²

Population: 87,449,700

(est. November 2014)

Capital: Cairo

Independence: 28 February 1922

Official language: Arabic

EGYPT

Infusing CRC in Teacher Education: Teaching/Learning management.

*Omnia Abdel Wahab Nasrallah, Dr.Reham Rabiea El Ayouty,
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1. Frame of Reference

Egypt was among the first countries to sign CRC in December 1989 and ratified it in 1990. It declared its first decade for the child protection 1989-1999. Child law was declared in 1996 and amended 2008 which is considered one of the accomplishments of the National Council of Childhood and Motherhood and the declaration of the second decade welfare of the Egyptian child, 2000-2010. Thus, on the legislative level Egypt provides a body of laws to protect children.

Moreover, Egypt - at both governmental and non-governmental levels - has always been targeting the fulfilment of the requirements of the 3Ps which represent the core of CRC. There are continuous efforts supporting the Provision of free education for all - and even at higher education. Similar efforts are directed to child Protection through cutting down drop outs and providing shelter, education and/or vocational training to street children. In addition, a 24/7 call centres to deal with children-related emergencies and problems has become available. Also, educational reform that encourages adopting active learning strategies to facilitate child Participation is always advocated. For example, starting from this 2014, the ministry of education initiated the establishment of national think-tanks for all pre-university students.

Thus, moving from the legislative level to the implementation level at schools is where change agents' work should start. Considering the current baseline all the previous batches working in Egypt and especially those from Port Said targeted enhancing students' participations and improving school practices in lights of CRC. The previous batch also started targeting the faculty of Education for rising awareness of CRC.

Hence, this project aims at building on their success and working on their way forwards: targeting kindergartens and both the faculty of kindergarten- for the first time, and the faculty of Education that the previous batch paved the way to. This ambitious project aims to target staff members, inservice and preservice teachers both at the faculty of Education and kindergarten aiming at infusing CRC in teacher Education (preparation and training) for ensuring the most possible level sustainability.

Since, learning/teaching (school) environment is so complicated that it might incorporate a variety of interactive elements and dimensions. CRC-wise, the present project might – therefore - touch upon more than one of articles; e.g, freedom of expression (Arts. 4 & 13); freedom of thought (Art. 1); non-discrimination(Art. 2); the best interest of the child (Art. 3); right to life and maximum possible survival and development (Art. 6); respect for the child's views (Art. 12); access to information and role of media (Art. 17); the Right to Education (Art.28); the aim of Education (Art. 29); and; rest, leisure, play, recreation and culture (Art.31).

Rationale: Planning and Leadership styles

Starting work with such an ambitious project of a very vast scope: target groups need analysis, expected challenges, strengths and weakness as well as leadership styles to be adopted, have to be discussed very early not to lose grasp of any of the targeted groups what may crack the unity of the project.

First step was evaluating each of the target group in lights of SWOT¹ model as follows: Faculties are targeted for sustainability due to their role in teachers' education (preparation and training) however, due to norms that wouldn't allow a bottom –up approach, this targeted group should be addressed through indirect activities not threatening to their competence based leadership. Yet, having two team members and a change agent from previous batch as colleagues to the target group, made social and personal leadership approach the most practical ones.

As for pre-service group, they are directly addressed in competence based style .Yet, in spite of being the most feasible group, they are test-oriented and teacher-centered who need awareness of CRC through direct infusion into their curricula and motivation via some extracurricular activities for improving their implementation skills to be integrated into their practical education at schools.

In-service group training is targeted because that would have an instant effect on the implementation of CRC at school level. The major problem with this group is the lack of awareness of CRC educational applications to implement in their classrooms and the shortages in resources needed for training that should be provided voluntarily by our team of change agents to motivate them.

1 A SWOT analysis is a structured planning method used to evaluate the strength, weaknesses, opportunities and threats involved in a project or in a business venture.

Table (1) SWOT analysis for the project

Target groups	Internal Factors		External Factors	
	Strengths	weaknesses	Opportunities	Threats
Faculties	Two members working at the faculty	Top- down irreversible approach	sustainability	Norms Motivation
In- service teacher	One of the team is working at a target school	Resources for training	practicability	Lack of awareness lack implementation model
Pre-service teachers	Easily to target both on theoretical and practical levels	Time limitations	feasibility	Test oriented students Teacher centered students

Secondly, since the core of this project is to encourage the implementation of CRC in teachers' education for which the major problem is that CRC is seen as merely a legislative package of laws, a starting point was to adopt an implementation model that introduces CRC in applicable form. "Child Friendly Schools" (CFS hence fore) model was suitable to our purpose. According to the UNICEF definition CFS, "means of transporting the concept of Child Rights into classroom practice and school management:(a) participation of all children. (b) relevant education to children needs for livelihood knowledge. (c) healthy and safe for children emotional well-being (d) gender-responsive, fostering gender equality ,and (e)actively engaged with students, family and community. Thus, CFS model was adopted to be a framework for infusing CRC into teacher education: teachers' preparation and training.

Since the first step for infusing CRC in teacher education is to raise the awareness of its educational implementation targeting faculties, in-service and pre-service teachers. The challenge at that point was to find a structure for the program to arrange its activities aiming to raise awareness of CRC in education in order to scaffold infusing into teachers' education both directly and indirectly without losing the project unity in working on each group; a structure that would grantee flexibility, unity and harmony and would allow target groups to work together in some activities and separately on others: holding an international conference was a very ambitious starting point.

A conference provides a central activity that is preceded and followed by other related activities that grantee the unity of the project and creates a suitable environment for working with: (a) Faculties as a conference discussing a model for the educational implementations of CRC when adopted first and foremost will create ownership which is a core for sustainability, involvement in preparing, evaluating and editing papers for the conference bulletin would increase the targeted group awareness, motivate them to produce more literature in this field , and would lead to infusion of CRC in teachers' education without breaking norms that wouldn't allow a bottom up approach challenging the competency leadership style of the university based on academic proficiency,

(b) In-service teachers are invited to present workshops , to submit research papers or to attend for free, they are targeted by a promotional workshop on CFS model giving them the opportunity to reflect on and evaluate their school and their practices against a criteria, and a targeted school was chosen to be developed as a child friendly school.

(c) Pre-service teachers were also targeted by a promotional workshop on child friendly school as the topic of the coming conference held by the faculty, invited to voluntarily participate and to attend for free. As the conference provided an opportunity to work with all the targeted groups, it was also a great opportunity for working together as a network of change agents and not as a separated team of three increasing our space of action, and catalyzing a change environment creating awareness of CRC and its educational implementation even to the local community through media coverage pre, during and post the conference.

2. Purpose

The present project aims at moving from teacher-centred towards learner-centred Instruction (reflecting CRC spirit).

Main Activities

The main activities of this project according to their target can be divided into:

- a. Indirect infusion of CRC in teachers' education activities
- b. Direct infusion of CRC in teachers' education activities

(a) Indirect infusion of CRC in teachers' education:

These activities are arranged around a central activity which is holding a conference so it can be sub-divided into pre-conference promotional workshop, conference and post conference activities.

(i) Pre-conference promotional workshops

Preceding the conference a series of promotional workshops were held at ten schools targeting school in-service teachers and principals, and at the faculty of education targeting pre-service teachers. The workshop presents the concept of child friendly schools and its main characteristics and indicators. The presentation ends with a reflection upon target group school in lights of child friendly school model to create ownership and motivation. The reflection questions where:

- What qualifies your school to be one?
- What are your suggestions to fulfill the missing requirement?

The same workshop was thus introduced for two of the targeted groups: pre service and in service groups. The procedures and results for each group was as follows:

(a) Pre service targeted group

The workshop was a starting point to all the activities with the targeted pre-service teachers at the faculty of education. Six groups of prospective teachers, (54 student-teachers at third and fourth year) supervised by change agents on their practice training, were a signed upon the results of this reflection done in groups at the end of the promotional workshop to work to develop their practice at their training schools to work to develop them as a child friendly school and to prepare a presentation to introduce their goals and achievements some of these presentations were presented at the mentor's visit.

This activity is still ongoing and adopting a right based approach is encouraged .A Facebook page entitled practicum is developed for publishing the students' achievements especially in avoiding corporal punishment using positive reinforcements, encouraging participation and providing a child friendly classroom to share and gain experiences between the prospective teachers and to keep connections with them after graduation and with the future pre service teachers creating a CRC community based on sharing and gaining experiences as well as developing their observation sheet for peer-assessment to include indicators for CRC implementation adding three more criteria : encouraging participation, adopting a right based approach and implementing positive discipline strategies.

(b) In service targeted group

The workshop was presented at ten schools encouraging in service teachers to reflect upon their practices and the school principals to evaluate their school in lights of child friendly school model and also to motivate them to participate and attend the coming conference.

At the targeted school, Ibrahim El Refaee School, the workshop was only a baseline. At the workshop the reflections pointed out the following as being the points of strength: (a) being gender-responsive, (b) fostering equality, (c) encouraging participation, and (d) providing relevant livelihood knowledge and highlighted the following as weakness: (a) safety and protection and (b) active engagement with students, families and community.

Based on this needs analysis the in service teachers (9 kindergarten teachers, 15 primary education teachers) started to work with the help of the change agents to overcome the weaknesses taking the advantage of having one of the change agents as a head kindergarten teacher at the school to guide the change project and maintain the ownership within the school staff for motivating a sustainable change at the school.

To overcome the weakness the following steps were planned and conducted by the school teachers, motivated and guided by the change agent responsible for the school for being a permanent staff member there:

(a) Activities for enhancing safety and protection:

1. Field trips to firefighters department and police office to familiarize the students with safety precautions and emergency procedures.
2. Simulation activities on emergency cases and first aids for teachers and students with a volunteer doctor who is a parent.
3. Workshops on personal safety and traffic rules conducted by a volunteer policeman.
4. Putting and training children on an emergency evacuating plan.

(b) Engaging child, parents community

1. A field visit to the elder's house.
2. Students, parents and teachers are engaged in cleaning and decorating classes.
3. The school local community is of limited resources. Yet, they provided the school with used wheels for the school Environment that is used to plant and for the playground.

(ii) A Forum on Research Planning and writing proposal skills

A forum was organized by the team inviting the postgraduate students (35 students) who are have passed the preliminary MA courses and are supposed to start working their proposals. The forum introduced research planning and writing proposal skills with illustrative examples based on CRC educational implementation ending with a suggested list of topics in that field. This was intended to encourage research in the field and to indirectly prompt these topics as research interests for the targeted faculties who would supervise these proposals and the others who have to discuss and approve these topics at the research seminar a required step for registering a proposal. Three of the attendees who wrote their proposal in a suggested topic registered their proposals so far.

(iii) "Towards A Child Friendly School" conference

The conference was suggested by our team-, conducted in partnership between the faculty of Education ,Port Said University and Port Said International Schools (PIS) on the 18th and 19th of April 2015. The Conference organization committee included five change agents out of seven members and all the Port Said network of change agents participated in the conference different committees and two of our mentors participated in the conference supporting us offering two papers and two workshops.

The conference was attended by about seven hundred pre-service, in-service teachers, principals, postgraduate students, educators, faculties and child right advocates according to the number of attendance certificates issued.

The conference presented (30) research papers and (17) workshops. Five out of seventeen workshops were conducted by the network change agents and two was conducted by Lena Anderson one of our mentors. This gave us an opportunity consolidate our teamwork skills and provided an opportunity accumulate our efforts for change and introduce ourselves as trainers.

The conference general recommendations were as follows:

- Developing a national unit for education development in partnership between the superum council of universities and the educational directorates at all the Egyptian governerates.
- Conducting a protocol between the faculty of Education and the Ministry of Education enable the Faculty to assess and certify schools as child friendly and to offer suitable training for those who don't meet the indicators.
- Applying programes supporting the essence of child friendly school polices to limit violence against children, providing friendly education and inclusiveness especially of disable students and developing life skills as well as improving schools facilities.
- Implementing Child Friendly School philosophy for all education levels starting with kindergarten up to high schools.
- Working on developing capacities for child friendly schools both prospective teachers at the faculties of education and training in service teachers.
- Offering a postgraduate diploma on CRC principles and implementation.
- Prepare a procedural manual for Port Said child friendly schools.

(V) Post Conference Activities

The team is currently engaged in papering for the following activities:

- A new conference organization entitled "Egyptian Schools in the 21st Century in the Light of International Educational Trends" that would be held on April 16th – 17th, 2016 at Port Said International Schools in cooperation with our network and the faculty of education and Port Said International Schools.
- Currently working with six groups of prospective teachers at their practice education at six different schools to implement CRC principles in education. All are sharing and gaining experiences together and with other fresh graduate students who were working on the same target on the previous year through practicum a Facebook page created to encourage good practices and to publish prospective teachers' achievements.
- Assessing the sustainability of the project at the target school and planning to have a meeting for discussing with the in service teachers the development of the project and to offer a workshop on positive reinforcement and class management.

- The team is invited to present a series of workshops on child friendly schools, child friendly education and class management to all kindergarten head teachers in Port Said on their in service training program at the school vacation starting on May.

(b) Direct infusion of CRC in teachers' education:

The following table shows the activities by which CRC principles were integrated into the prospective undergraduate teachers and the post graduates education directly into their curricula:

Table(2) Direct infusion of CRC in teachers' education

Target group	Carrier Course/event	Input: Material/Topics	Activity	Output	Remarks
Pre-service English language teachers	Methods of Teaching English	-Definition of (Learner) Student-Centered -Definition of Learner Student-Centered Education Learner-Centered Teaching: -Interpersonal Considerations -Motivating Students: -Getting and Maintaining Students Interest in Learning -Catering for Students' Various Learning Styles: Learners may be inductive and deductive: Learners may also be global and sequential: Teach students how to process assignments for class. Help students form study groups Management of Troubled Students	- Lecturing - Group discussion - Reflection - Modeling - Field - observation	Candidates field follow up in process	Candidates were trained on how to Classroom observation Check list Appendix (b): During their teaching practice for: observing in service teachers as well as self and peer evaluation

Graduate Teachers/ (41) multiple disciplines	Advanced studies in Curricula	Arabic version of APPENDIX (a)	- Lecturing - Group discussion - Reflection	Awareness raising	
Pre-master's (5 in-service English language teachers)	Recent trends in English Language Education	Appendix (a)	- Lecturing Group discussion - Reflection - Workshop - Modeling	Sample LCI research proposals (in process)	
Pre-master's (31) multiple disciplines Teachers	Research Forum	Arabic version of Appendix (a)	- Lecturing - Group discussion - Reflection - Modeling - Workshop	Sample research proposals	
One pre-PhD / in-service English language teacher	Researchable Issues English Language Education	Appendix (a)	- Lecturing - Group discussion - Reflection - Modeling - Workshop	In situ workshop on the design and implementation of learner-centered instruction	Material will be available during team presentation

3. Results

The targeted faculties adopted “Towards a Child Friendly School” conference and all worked on the conference organization, the evaluation , editing and publishing papers at the conference bulletin, presenting 15 research papers and two workshops at the conference, and working on the conference recommendation and its application , and creating partnership with the ministry of education for the implementation of these recommendations. Moreover, some of the faculties added to their courses some topics on participatory approaches, right based approaches, child friendly schools, cooperative learning, and active learning and two PhDs and three MA proposals were approved on related topics – three of them attended the forum on writing a research proposal conducted by our team. Also, a postgraduate diploma entitled Child Educators was opened for registration this year upon the conference recommendations. The faculties are now engaged in organizing a new conference in cooperation with our network.

Concerning the targeted pre-services, the six groups submitted their evaluations of their schools and their plans and efforts to develop them into child friendly schools; some of them were introduced at the mentor’s visit. A group of prospective teach-

ers collaboratively wrote a one act play on child rights in education and child labor presented by their students at their last day on practice training as an extracurricular activity. They developed many strategies for avoiding corporal punishment using positive reinforcements, encouraging participation and providing a child friendly classroom what encourage us to create Practicum a Facebook page to publish and discuss their achievements, share and gain experiences among them especially that twenty seven of them are currently graduated and three new groups of twenty six students who started their practice training this year are added. The students attended and some voluntarily participated at the last year conference and workshops and are encouraged to do the same this year.

The in service targeted group also have their accomplishments based on voluntarily developing their school to a child friendly school, the school earned a quality certificate from the ministry of education and was chosen to conduct an advanced quality assurance project and the UNCEIF Education First and our team member change agent at the school was chosen as the executive manager of the two projects extending her space of action and giving her the opportunity to assess and develop our project there.

There is also a group of additional results :(a) the media coverage of the conference spotlighted the CRC educational implementation, principles and highlighted the child friendly school model adding to the community awareness of CRC, (b) the ministry of education encouraged the in service teachers to participate in the conference and to develop their schools announcing a competition for encouraging them, (c) There were participation from five foreign universities and seven national universities at the conference (d) about seven hundred pre-service , in-service teachers , principals , postgraduate students , educators , faculties and child right advocates attended the conference.

Our network had an opportunity to work together at the conference sharing and gaining experience: participating in organizing the conference, preparing and conducting workshops which was an opportunity to introduce our network and to get some requests for offering workshops for in-service teacher training.

4. Reflection and Discussion: Scaffolding change and creating ownership

May be the keywords for the satisfying results that exceeded our ambitious expectations were scaffolding change and creating ownership. That was a result for trying to expand our space of action and by the delegation of power within and without the team in order to manage such a vast scope project.

In our perusal to expand our space of action, we learnt how networking and power delegation was a core for success. Convinced by scaffolding change and not insisting on leading change gave the room for the targeted groups to create ownership for the change project, and to lead the change by themselves having us -the change agents of Port Said network -as a scaffold for change to help with recourses and volunteering, this

created new change agents having their own goals and motivations granting sustainability: a lesson we learnt back at Lund.

5. Way Forward

- To target pre service kindergarten teachers at the faculty of kindergarten, Port Said university and to conduct our workshops there as we have so far indirectly targeted the faculties who participated by five research papers at the last conference and we'll target the in service teachers soon but the prospective kindergarten teachers were only invited for both conferences for free as all students, teachers and postgraduate students.
- Conducting a protocol between the faculty of Education and the Ministry of Education enable the Faculty to certify schools as child friendly and to offer suitable training for those who don't meet the indicators.
- Proposing a general course in child rights for all specializations of student –teachers.
- Having our city Port Said as a Child Friendly City.

Appendix (a): Sample Input materials

LEARNER-CENTERED INSTRUCTION: Theory and Practice

By: Mohasseb, M.M Associate Prof., English Language Education EFL/ESP, Faculty of Education, Port Said University

LIST OF TOPICS

I. Basic Concepts

- Definition of (Learner) Student-Centered
- Definition of ((Learner) Student-Centered Education

II. Premises Theoretical foundations of learner-centered Instructions:

1- Humanistic foundations:

- Constructivist Foundations.
- Care Pedagogy

2- Psychological Principles for Learner-Centered Education.

- Cognitive and Meta-cognitive Factors
- Motivational and Affective Factors

3- Developmental and Social Factors

- Individual Difference Factors
- Brain Compatible Education
- Critical Multicultural Approaches

4- Good Teaching

III. Teacher-centered vs. Learner-centered paradigms

IV- Sample Research ON Learner-Centered Education

V- Guidelines to Implement Learner-Centered Instruction

1- Learner-Centered Teaching:

- Interpersonal Considerations
- Motivating Students:
- Getting and Maintaining Students Interest in Learning
- Catering for Students' Various Learning Styles:
 - Learners may be inductive and deductive:
 - Learners may also be global and sequential:
- Teach students how to process assignments for class.
- Help students form study groups
- Management of Troubled Students:

2. Learner-Centered Evaluation: Purpose and Processes

VI. Implementation Tips for Learner-Centered Course Designers

- 1- The Syllabus:
2. The Content
3. Learner-Centered Activities:
- 4- Management of Learner-Centered Classroom:
- 5- Learner-Centered Assessments and 'bidirectional' Feedback

Table (1) summarizes the main differences between teacher-centered and learner-centered paradigms, based on Barr & Tagg (1995); McCombs & Whisler, (1997); Huba & Freed (2000); Weimer (2002); Brown (2003); Allen (2004) and Normandy (2009).

Table (1): Basic Differences Between Teacher-Centered and Learner-Centered Instruction

Aspect	Teacher-Centered	Learner-Centered
Faculty Role	<p>Faculty are primarily lecturers.</p> <p>Faculty and students act independently and in isolation.</p> <p>Teachers classify and sort students.</p> <p>Staff serve/support faculty and the process of instruction.</p> <p>Any expert can teach.</p> <p>Line governance; independent actors.</p> <p>Professor's role is to be primary information giver and primary evaluator.</p> <p>Only students are viewed as learners.</p>	<p>Faculty are primarily designers of learning methods and environments.</p> <p>Faculty and students work in teams with each other and other staff.</p> <p>Teachers develop every student's competencies and Talents.</p> <p>All staff are educators who produce student learning and success.</p> <p>Empowering learning is challenging and complex.</p> <p>Shared governance; teamwork.</p> <p>A professor is a designer of learning environments.</p> <p>Professor's role is to coach and facilitate.</p> <p>Professor and students evaluate learning together.</p> <p>Professor and students learn together.</p>
Teaching/ Learning Management	<p>Atomistic; parts prior to whole.</p> <p>Time held constant, learning varies.</p> <p>50 minute lecture, 3-unit course.</p> <p>Classes start/end at same time.</p> <p>One teacher, one classroom.</p> <p>Independent disciplines, departments.</p> <p>Covering material.</p> <p>End-of-course assessment.</p> <p>Grading within classes by instructors.</p> <p>Private assessment</p> <p>Degree equals accumulated credit hours.</p> <p>Relationships are hierarchical, blaming, controlling.</p> <p>Relationships are tracked by perceptions of ability; promotes individual competition and sense of alienation.</p>	<p>Holistic; whole prior to parts.</p> <p>Learning held constant, time varies.</p> <p>Learning environments ready when student is.</p> <p>Whatever learning experience works.</p> <p>Cross discipline/department collaboration.</p> <p>Specific learning results.</p> <p>Pre/during/post assessments.</p> <p>External evaluations of learning.</p> <p>Public assessment.</p> <p>Degree equals demonstrated knowledge and skills.</p> <p>Relationships depend on caring and promote positive expectations and participation.</p> <p>Relationships are not tracked by perceptions of ability; promotes cooperation, shared responsibility, and a sense of belonging.</p>

Assessment	<p>Teaching and assessing are separate</p> <p>Assessment focuses on a limited range of intelligences.</p> <p>Assessment utilizes only standardized tests, and assumes only one correct answer.</p> <p>Assessment is used to monitor learning</p> <p>Emphasis is on right answers</p> <p>Desired learning is assessed indirectly through the use of objectively scored tests</p> <p>Faculty as gatekeepers</p> <p>Normal distribution expected</p>	<p>Teaching and assessing are intertwined</p> <p>Assessment focuses on multiple intelligences.</p> <p>Assessment utilizes authentic assessments, and fosters self-reflection.</p> <p>Assessment is used to promote and diagnose learning</p> <p>Emphasis is on generating better questions and learning from errors</p> <p>Desired learning is assessed directly through papers, projects, performances, portfolios, and the like.</p> <p>Grades indicate mastery of learning objectives</p>
Aspect	Teacher-Centered	Learner-Centered
Mission and Purposes	<p>Cover the discipline.</p> <p>Provide/deliver instruction.</p> <p>Transfer knowledge from faculty to students</p> <p>Offer courses and programs.</p> <p>Improve the quality of instruction.</p> <p>Achieve access for diverse students.</p>	<p>Train students learn: how to use the discipline, and how to integrate disciplines to solve complex problems.</p> <p>Provide an array of core learning objectives, such as communication and information literacy skills Produce learning.</p> <p>Elicit student discovery and construction of knowledge</p> <p>Create powerful learning environments.</p> <p>Improve the quality of learning.</p> <p>Achieve success for diverse students.</p>
Course Content and Structure	<p>Courses are fragmented in catalog.</p> <p>Courses are non-experiential, limited, and exclusive of multiple perspectives.</p> <p>Faculty cover topics</p> <p>Focus is on a single discipline.</p> <p>Culture is competitive and individualistic.</p> <p>Knowledge is transmitted from professor to students.</p>	<p>Courses are thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives.</p> <p>Courses are organized in cohesive program with systematically created opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values.</p> <p>Students master learning objectives.</p> <p>Approach is compatible with interdisciplinary investigation.</p> <p>Culture is cooperative, collaborative, and supportive.</p> <p>Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on.</p>

<p style="text-align: center;">Learning Theory</p>	<p>Knowledge exists 'out there'. Knowledge comes in 'chunks' and 'bits' delivered by instructors. Learning is cumulative and linear. Fits the storehouse of knowledge metaphor. Learning is teacher centered and controlled. 'Live' teacher, 'live' students required. The classroom and learning are competitive and individualistic. Talent and ability are rare</p>	<p>Knowledge exists in each person's mind and is shaped by individual experiences. Knowledge is constructed, created, and 'gotten'. Learning is a nesting and interacting of frameworks. Fits learning how to ride a bicycle metaphor. Learning is student centered and controlled. 'Active' learner is required, but not 'live' teacher. Learning environments and learning are cooperative, collaborative, and supportive. Talent and ability are abundant.</p>
<p style="text-align: center;">Learning Styles</p>	<p>Students depend on listening and reading. Independent learning, often in competition for grades.</p>	<p>Students construct knowledge by integrating new learning into what they already know. Learning is viewed as a cognitive and social act.</p>
<p style="text-align: center;">Learner' Role</p>	<p>Students passively receive information Emphasis is on acquisition of knowledge outside the context in which it will be used</p>	<p>Students are actively involved. Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.</p>

Teaching Style	<p>Instruction focuses on a narrow range of learning styles, builds from perceptions of student deficits, and is authoritarian.</p> <p>Teaching is based on delivery of information through</p> <p>Professors (present information) well and those who can will learn</p> <p>Assignments and exams are used for summative purposes</p>	<p>Instruction focuses on a broad range of learning styles; builds from perceptions of student strengths, interests, and experiences; and is participatory and facilitative.</p> <p>Teaching is based on engagement of students</p> <p>Professors engage students in their learning</p> <p>Professors help all students master learning objectives.</p> <p>Use classroom assessment to improve courses.</p> <p>.Professors use program assessment to improve programs.</p> <p>Assignments are used for formative purposes.</p> <p>Professor create positive atmosphere for active learning, collaborative learning, community service learning, cooperative learning, online, asynchronous, self-directed learning, problem-based learning</p>
Faculty Role	<p>Faculty are primarily lecturers.</p> <p>Faculty and students act independently and in isolation.</p> <p>Teachers classify and sort students.</p> <p>Staff serve/support faculty and the process of instruction.</p> <p>Any expert can teach.</p> <p>Line governance; independent actors.</p> <p>Professor's role is to be primary information giver and primary evaluator.</p> <p>Only students are viewed as learners.</p>	<p>Faculty are primarily designers of learning methods and environments.</p> <p>Faculty and students work in teams with each other and other staff.</p> <p>Teachers develop every student's competencies and Talents.</p> <p>All staff are educators who produce student learning and success.</p> <p>Empowering learning is challenging and complex.</p> <p>Shared governance; teamwork.</p> <p>A professor is a designer of learning environments.</p> <p>Professor's role is to coach and facilitate.</p> <p>Professor and students evaluate learning together.</p> <p>Professor and students learn together.</p>

Teaching/ Learning Management	<p>Atomistic; parts prior to whole. Time held constant, learning varies. 50 minute lecture, 3-unit course. Classes start/end at same time. One teacher, one classroom. Independent disciplines, departments. Covering material. End-of-course assessment. Grading within classes by instructors. Private assessment Degree equals accumulated credit hours. Relationships are hierarchical, blaming, controlling. Relationships are tracked by perceptions of ability; promotes individual competition and sense of alienation.</p>	<p>Holistic; whole prior to parts. Learning held constant, time varies. Learning environments ready when student is. Whatever learning experience works. Cross discipline/department collaboration. Specific learning results. Pre/during/post assessments. External evaluations of learning. Public assessment. Degree equals demonstrated knowledge and skills. Relationships depend on caring and promote positive expectations and participation. Relationships are not tracked by perceptions of ability; promotes cooperation, shared responsibility, and a sense of belonging.</p>
Assessment	<p>Teaching and assessing are separate Assessment focuses on a limited range of intelligences. Assessment utilizes only standardized tests, and assumes only one correct answer. Assessment is used to monitor learning Emphasis is on right answers Desired learning is assessed indirectly through the use of objectively scored tests Faculty as gatekeepers Normal distribution expected</p>	<p>Teaching and assessing are intertwined Assessment focuses on multiple intelligences. Assessment utilizes authentic assessments, and fosters self-reflection. Assessment is used to promote and diagnose learning Emphasis is on generating better questions and learning from errors Desired learning is assessed directly through papers, projects, performances, portfolios, and the like. Grades indicate mastery of learning objectives</p>

Appendix (b): Observation Checklist

Candidate's/Name:-----

School: -----

Evaluator's Name: -----

Observation Dates: -----

Observation Time: -----

Duration of Observation Session: -----

Directions for Evaluator

Dear evaluator;

- Please, carefully read the description of domains 1-3, their standards and the relevant list of indicators.
- After you have completed the observation session, please rate his performance according to the list of indicators that follows each standard.
- Please note that the evaluation form includes indicators that are likely to be evident during observation session.

Each standard should be rated using the following criteria:

Does not meet the LCI Principles: Candidate seems to lack knowledge about the subject content, or does not apply it adequately in the classroom. (0)

Approaches LCI Principles: Candidate seems to have knowledge about the subject content, but does not apply it adequately in the classroom. (1)

Meets LCI Principles: Candidates demonstrate the dispositions, knowledge and skills to teach English learners effectively, and that candidates apply that knowledge in the classroom and other professional teaching situations. (2)

Not Observed. It was impossible to assess the candidate on this **LCI Principle** on interaction with him. (NO)

Domain 1: Planning of Instruction

Domain Description: *Planning of instruction is the process of selection, design, planning for implementing, and reflecting upon teaching and learning in order to achieve intended educational aims.*

<u>Principle 1.1.</u> The candidate plans instruction effectively, taking into account curriculum goals, students' academic needs, learning styles, learning strategies, and student backgrounds.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate : states specific and measurable objectives for the lesson.				
designs a sequence of activities and relevant experiences to achieve objectives.				
plans for differentiated instruction according to the learners' characteristics.				
integrates, as possible, different senses.				
selects/creates appropriate extra-curricular materials to facilitate learner's learning.				
encourages students' participation through a range of multi-level activities.				
<u>Principle 1.2.</u> The candidate demonstrates a command of a range of effective learner-centered teaching strategies and implements these in instruction, taking into consideration curriculum goals, students' academic needs, learning styles, learning strategies, and backgrounds.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate : selects a variety of warm up techniques to activate students' knowledge and prepare them for the lesson.				
plans a variety of presentation techniques to meet the learners' individual differences.				
plans opportunities for students to practice and produce the targeted outcomes.				
uses questions of different types and levels to involve students in learning.				
specifies appropriate wait time in class taking into account the learners' individual differences.				
plans for friendly and effective management of students' mistakes.				
uses a variety of communicative techniques to activate and promote the learners' learning.				
devises opportunities for students to use effective self-learning strategies.				

<u>Principle 1.3.</u> The candidate uses a variety of means for obtaining feedback on teaching and learning and reflects on the feedback to make effective decisions about classroom practice.				
INDICATORS	RATES			
	0	1	2	N/O
The Candidate states a variety of questioning techniques and similar strategies to check students' understanding.				
plans effective devices to obtain feedback from students to improve instruction.				
reflects on his performance and modifies his or her teaching accordingly				
adopts flexible instruction i.e. can adjust the lesson materials according to the learner's level.				

Domain 2: Classroom Management

Domain Description: Classroom management is the process of creating an effective learning environment and a positive and challenging learning community. It includes setting up and applying structures, tools, and techniques to promote appropriate behaviors and classroom interactions that aid learning.

<u>Principle 2.1</u> The candidate plans and organizes classroom interactions to provide for a non-threatening and effective learning environment for students.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate : ensures equitable learning opportunities for all students with regards to their learning style.				
provides opportunities for students to learn cooperatively and collaboratively.				
effectively manages various grouping techniques that provide students with opportunities to develop.				
monitors students' involvement in the instruction.				
<u>Principle 2.2</u> The candidate effectively uses a variety of techniques for motivating students and creating a supportive classroom learning atmosphere.				
	0	1	2	N/O
The candidate: demonstrates awareness of the diversity among individuals (learning style, interests and needs).				
relates classroom learning to students' prior knowledge and experience.				
follows a range of strategies to establish a friendly learning atmosphere (e.g. using students' names, praise, and rewards)				
uses a variety of questioning techniques which offer challenge.				

uses a variety of verbal and non verbal feedback to motivate learners.				
<u>Principle 2.3.</u> The candidate structures the physical environment of the classroom, within the constraints of existing classroom layouts, to maximize learning.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate :				
uses of classroom seating possibilities to help students work individually, in pairs, and/or in groups.				
effectively uses the blackboard and other equipment available in class.				
organizes the blackboard content to facilitate the students learning.				
employs a variety of language materials (e.g. books, visual aids, props, and realia).				
moves and invests his physical presence in the classroom to facilitate the student's learning				
uses the available language learning resources (e.g. computers, software, the Web and related devices).				
<u>Principle 2.4.</u> The candidate effectively manages instructional time and transitions, minimizing disruptions and smoothly handling interruptions to maximize learning.				
	0	1	2	N/O
The candidate:				
accomplishes the objectives of the lesson within the allotted time.				
ensures that all class time is used for learning.				
uses verbal and non-verbal techniques to get and keep students' attention.				
maintains a smooth progression and transition of the lesson stages.				
manages students behavior effectively and appropriately.				

Domain 3: Professional Values

Domain Description: Professional values includes seeking chances for continuous professional development and an ethical perspective that develop positive value choices and guides actions and performances affecting the various aspects of and individuals involved in the educational process.

<u>Principle 3.1.</u> The SPELT demonstrates commitment to excellence in teaching both by classroom performance and by interactions in the school community.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate demonstrates punctuality and regularity of attendance				
demonstrates flexibility, courtesy and consideration on dealing with others				

establishes a rapport with colleagues, senior teachers.				
establishes a rapport with school administration, supervisors and parents.				
demonstrates willingness to positively participate in school activities.				
demonstrates commitments to the routine school duties, policies and guidelines.				
<u>Principle 3.2.</u> The candidate collaborates effectively with colleagues and seniors in planning, designing, and reflecting on instruction and professional development activities to improve teaching and learning in the school.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate : continuously seeks colleagues' and senior teachers' feedback on his teaching.				
demonstrates willingness to share experience materials, knowledge, skills with other colleagues and senior teachers.				
seeks professional development resources (e.g. the web, libraries, seniors).				
<u>Principle 3.3.</u> The candidate demonstrates knowledge of theories, methods, and current best practices in foreign language teaching.				
INDICATORS	RATES			
	0	1	2	N/O
The candiidate: selects useful techniques that are applicable to the LC classroom.				
selects from among the best practices in foreign language teaching that are applicable to the LC classroom.				
<u>Principle 3.4.</u> The candidate follows the ethical standards of the community and sets a high example for students by demonstrating good citizenship, high moral principles, and good self-control.				
INDICATORS	RATES			
	0	1	2	N/O
The candidate : is aware of the effects of the students' values and socioeconomic class on learning and teaching.				
models the moral principles, customs, and values of the society.				
encourages and helps students to actively participate in their community.				
integrates human values and concepts in language teaching.				
embodies human values concepts in his behaviors.				

Principle 3.5. The candidate consistently demonstrates fairness, respect and acceptance of all students in the classroom.

INDICATORS	RATES			
	0	1	2	N/O
The candidate :				
treats students equally regardless of their social/economic class.				
treats students equally regardless of their level of achievement.				
treats all students in accordance with the civic values and principles.				
treats all students fair and consistently.				

ETHIOPIA

Ethiopia had its first team in batch 1 (2003) and in total 13 teams and 34 change agents in batches 1-21 (March 2016) programme.



Level	Change Agents	Change Projects	Comments
National	10	0	
Region/Province/District	22	3	
Local	2	10	

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

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



Area: 1,104,300 km²
Population: 91,195,165 (est. July 2012)
Capital: Addis Ababa
Independence: -
Official languages: Amharic

ETHIOPIA

Raising Understanding of CRC among Student Teachers in Hawassa College of Teacher Education

Elizabeth Amare G/Ab, Million Mathewos Korsisa, and Mitiku Kajisho Banata

1. Introduction

The main purpose of the project was to increase the understanding of Hawassa College of Teacher Education trainees on CRC particularly emphasizing 3Ps. To achieve this objective, different activities were conducted. To identify the gap, the baseline survey was conducted. Child rights club was established and club guideline was developed. Series training workshops were conducted for the club members and students' council members. This report comprises seven parts. The first part deals with frame of reference that emphasis on overview of the country and child rights status in Ethiopia. Purposes of the projects and targeted groups are presented in part two and three respectively. Fourth part focuses on methodology. This part consists preparation and implementation phases. Part five treats results of the projects while part six presents discussion and reflection. The last part focuses on the way forward.

2. Frame of Reference

2.1. Overview of Ethiopia

Ethiopia is of the ancient civilization, cradle of humankind and homeland of coffee country. It is second largest country in Africa in terms of population. According to the national projection of the 2007 National Population and Housing Census, its population to be 82,101,998 in 2011 (Central Statistic Agency 2010) and with its area 1.13million square kilometers. Currently, Ethiopia has followed federalism and it is divided in to nine autonomous regional states and two city administration. Ethiopia is country with diversified culture, religion and ethnic compositions. Ethiopia is home of

more than 80 ethnic groups among which 56 are living South Nations, Nationalities and Peoples Regional State where this project took place. In present day, Ethiopia is one of fastest growing economy in the Africa as well as in world. It is aspiring to be middle-income country by 2025.

In 1994 Ethiopia inaugurated new Education and Training Policy that has brought considerable changes in the country's education. Ethiopian education system is classified as pre-school education, primary education, secondary education, technical and vocational education and higher education. Primary education comprises grade 1-8 with two cycles (first cycle grade 1-4 and second cycle grade 5-8). Secondary education consists grade 9-12 with two cycles (general secondary education grade 9-10 and preparatory education grade 11- 12. From Grade 1- 10 is considered as general education and general education is free in Ethiopia.

After grade ten some students join technical and vocational education which has different levels (Level 1-5). Higher education comprises first degree (ranges 3-6 years), Master degree (2 years) and four year of Doctor of Philosophy. Besides, there are teacher education colleges which train primary schools teachers at diploma level.

Ethiopia is divided nine regional states and two city administrations. South Nations Nationalities and peoples Regional state (SNNPRS) is one of regional state in which project was carried out. SNNPRS has been estimated its population 18 million with 105,887.18 square kilo meters. SNNPRS is divided in to fourteen administrative zones, four special districts (Special Weredas) and one city administration. Hawassa is capital city of the regional state and Sidama Zone

Education sector at regional level is managed by Regional Educational Bureau (REB). According to SNNPRREB report (2014) there are 4,039,068 primary school (1-8) students with in 5,961 schools. There are also 394,206 secondary school (9-12) students with in 415 secondary schools.

In the SNNPRS, there are five teacher education colleges which teach for three years that would teach in primary schools. Hawassa College of Teacher Education is one of the college which is located Hawassa City. Hawassa College of Teacher Education was established in February 1977 as Teacher Training Institute to train teachers at certificate level for Primary schools. Since 1998 it was upgraded to college level to train teachers and school leaders at diploma level. Currently, College is providing training students in different programs diploma and degree level for primary schools and pre-schools or kindergarten schools. In 2015/2016 academic calendar year, the college has 4066 (2548 male and 1518 female) regular students, 3522 (2519 male and 1003 female) extension students, 4184 (2804 male and 1380 female) weekend students and 12354 (9937 male and 2417 female) in-service summer students. Totally, in 2015/16 academic year, College is providing training for 24126 students. This implies that College is preparing large number of primary and pre-school teachers who would teach very young children.

Ethiopia is striving to achieve goals of Education for All (EFA) and Millennium Development Goals. Almost 50% of Ethiopia's population is under the age of 18. As Ministry of Education report (2014) from kindergarten up to higher education there were about 22 million students are attending education.

2.2. CRC in Ethiopia

Ethiopia ratified Convention on the Rights of Child (CRC) in 1991 and incorporated in the country's constitution in 1995. Chapter three of the constitution gives much emphasis on human and democratic rights. Specifically, article 36 deals with rights of children. This article emphasis issues like the best interest of the child, the issue of corporal punishment, the child labor and the right to life, name, nationality and protection from any exploitative and harm practices are stated. Besides, article 9.4 of the Ethiopian constitution states that any international conventions ratified by the country would be part of the law of the land. Ethiopia also ratified the African Charter on the Rights and Welfare of the Child on October 2, 2002. So far, Ethiopia ratified different international conventions such as International Covenant on Economic Social and Cultural Rights, International Covenant on Civil and Political Rights, International Convention on the Elimination of all Forms of Racial Discrimination, International Convention on the Elimination of All Forms of Discrimination against Women and International Convention on the Rights of Persons with Disabilities. In addition to these, Ethiopia signed Optional Protocol on the Involvement of Children in Armed Conflict.

Beyond ratification CRC and incorporation of CRC principles in to the country's constitution, Ethiopia has tried to create better policy environment to put the principles of CRC in to practices. To implement CRC principles, different policies, guidelines, and directives have been formulated. In 1994 New Education and Training Policy inaugurated that reflects CRC principles. Different guidelines and directives were formulated to protect child rights in school, family and community. Moreover, to materialize CRC, different institutions like Ministry of Women, Children and Youth Affairs, Human Rights Commission, and Ombudsman have been established.

Although significant steps have been taken so far, the full realization of child rights is still far from being a reality in our schools. Awareness of teacher with regard to child rights is low; and least efforts were taken to raise their understanding gap. Due to knowledge gap and attitudinal problem, children's rights are violated in schools and community by school community members and community members respectively. Much more need to be done in order to facilitate the realization of child rights in schools.

Child right has to be respected by the whole members of society and the government. Schools are the major places area where critical work could be done to raise the understanding to respect child rights. Children spent most of their time in schools where teachers are the key actors. Teachers have dual responsibilities that are respecting children's rights and creating awareness of child rights on school children and other stakeholders.

Teacher education colleges are strategic areas to laid foundation for the implementation of child rights. Raising the understanding level of student teachers/trainees plays an important role in this regard. Teachers should understand the CRC in order to create conducive environment in school in which democratic culture could be easily developed. In addition to these, teachers have to implement child centered approach to exercise participation approaches. To realize these conditions, teachers should be ca-

pacitated and equipped by knowledge of CRC from very beginning in their training at college level. So, if knowledge of perspective teacher/ student teachers / on CRC raised, they will consider child rights in their professional work. But teacher education curriculum overlooked CRC issues; and to fill this gap this kind of the project is needed.

3. Purpose

The main purpose of the project is to increase the understanding of Hawassa College of Teacher Education trainees on CRC.

The specific objectives of the project are the following. The first specific objective is to increase the understanding level of the HCTE student teachers on CRC. To achieve this objective, different training workshops, different events and awareness raising posters, brochures and change agents were used. Second specific objective is to organize Child rights club which works on CRC in the College. The establishment of the club is one means to use them as change agents to enhance understanding of the trainees, and to sustain the project activities in the college. Moreover, the project was designed to promote the participation of REB on CRC.

Targeted Groups

The targeted groups were the Hawassa College of Teacher Education (HCTE) trainees, students' council and cooperative learning team leaders, The Project was implemented in collaboration with the following major stakeholders: SNNPREB, locally available Non-Governmental Organizations, HCTE management and teachers and senior change agents.

4. Methodology (Activities)

Different activities were carried out that were categorized in to two phases: preparation phase and implementation phase.

4.1. Preparation Phase

4.1.1. Communication and Discussion with Different Stake holders

After we returned from Sweden, we reported to the College management and REB Management about training in Sweden and our project. This was done to get permission, support and to involve them in the project and to work together. Besides getting permission to run project, we were getting materials as well as financial support from the College and REB. Hawassa College of Teacher Education supported series of trainings financially.

Another stakeholder for this project is senior change agents. We made contact with former change agents particularly batch 12, batch 16 and batch 18 members. We discussed with them our project objectives, activities and how we run the project. Through the discussions, we modified some aspects of our project. One modification was the establishment of the Child Right Club time. When we prepared project plan in Sweden, club formation time is at the mid of the project implementation stage. We were advised to establish at early stage and to use the Club as one input or change agents. Second modification was the starting group of the project. Initially, the project was designed to enhance the understanding of the second year students on CRC. To reach graduating class, we started our project from third year students; and then second year and first year.

Other stakeholder is the college students' council. Establishing and administrating co-curricular activities in the college are the mandate of students' council and students themselves. We oriented and discussed with students' Council about the project and establishment of the Child Right Club.

4.1.2. Baseline Survey

To identify the gap and to select our focus, gap assessment was conducted. To conduct survey, questionnaire was developed. Questionnaire was designed to investigate about students' awareness on CRC, awareness of school children on their rights, child rights clubs in schools and schools conditions. Questionnaire was administered for third year students. To this effect, 180 questionnaires were distributed to students; and 167 (92.78%) questionnaires were filled in dully and returned. In addition to this, document analysis was made. With regard to this, College curriculum and syllabus were assessed. The questionnaire data (particularly quantitative data) was analyzed by using Statistical Package for the Social Sciences (SPSS 20 Version). The collected data were organized, analyzed and interpreted. The qualitative data were expressed in words.

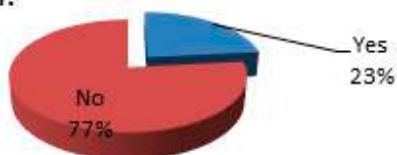
4.1.3. Results of Baseline Survey

Based on analysis and interpretation the following major findings has listed hereunder.

- The assessment revealed that even if majority of respondents familiarized with CRC through like formal education 70(41.9%), mass media 62(37.1%) and 35 (21%); there are tremendous number of respondents did not aware the existence of CRC.
- Moreover, when we assessed the curriculum and syllabus of the different professional and common courses, they revealed that child rights contents were overlooked. There are different courses like Civic and Ethical Education, Child development and Support /Developmental psychology, Educational psychology, Measurement and Evaluation, Special needs education, Fundamentals of Education and Teacher Development, General methods of Teaching, and Action Research. These courses give to much emphasis on subject matter theory and concepts rather than CRC. For example, child development and support focuses on child development theories. Civic and Ethical Education emphasizes on human and democratic rights.

- The majority of respondents (77 %) replied that child rights contents were not included in the college curriculum. The document (syllabus) analysis supported this response.

Are the rights of child included in the college curriculum?



- One item was asked that what they know about CRC. Some of the did not respond to this item while some of them listed some concepts like participation, education, express their ideas, and free from harm.
- It was revealed that in the study the majority (75%) respondents expressed their views that they did not equipped well in child right knowledge. In addition to this, 74 % respondents replied that they do not have enough knowledge to promote child rights in schools. Moreover, the assessment showed that the 76% respondents reported that there are no enough learning materials on CRC.

Do You have enough learning materials on CRC ?



- It was revealed that the 84% research participants replied that they did not participate to promote child rights. On the other hand, the majority of respondents replied that they have planned to participate and to work on child rights.
- It was revealed that majority number of respondents reported that the existence of organized mechanism to allow students to voice their concern, pupils given an opportunity to seek redress for violations of their rights within the school administration system; and school have any code of conduct to determine punishment for those abusing the rights of a child.
- Significant number of respondents revealed that the existence of child right violation in schools. These include: unfair treatment by teachers, kicking out from the class, peer bullying and even corporal punishment.

- It was revealed that the existence of different co-curricular activities as well as child rights clubs in the schools although their functionality and students' participation were not desired level.
- Based on their personal observation during school visit for practicum courses, the majority of research participants replied that schools conditions like classroom, assemble areas, compound, library, and others were not good conditions. Moreover, they responded that availability of sport games and materials, musical and art instruments are not adequate.

4.3. Second Round Training

As we returned from Indonesia from progress workshop, we continued the implementation of our project. As mentioned earlier and as we planned, we emphasized on third year students that are graduating students. Second round training was organized for third year students' council members, and child right club members. 148 Males and 99 females and totally 247 participants were participated in the training workshop.

The main objective of this training workshop was to increase the knowledge and skill of trainees on how to run child right club activities and how to work on child rights in schools. The specific objectives were: to raise the understanding of the trainees on child rights violations in our schools, to enable the trainees to establish child rights clubs and how to work on child right in our schools contexts.

To achieve the above objectives, the second round training workshop was organized with following themes. The content of the training were child rights violation in schools, child friendly schools, establishing effective child rights clubs in schools, and how to mainstream child rights issues in schools activities. Two days training was held from May 26-26, 2015. During this time also Hawassa College of Teacher Education provided with materials and finance support for the training. Different training manuals and CRC documents or pamphlets were distributed to the participants.

4.4. Students Event day and Certificate Award

Child right club members organized yearly child right club day or conference at the end of the second round training. Club members, students' council members, class representatives and other College students attended the conference. During this session or conference, different students activities like poems, drama and club report were presented. At the end of the events, discussion and reflection were conducted with participants. Finally, participation certificate was awarded for third year child right club members.



Participants were attending conference



Child right club members were playing drama that focus on children treatment in family

4.5. Recruiting New Members and Trainings

From the end of June up to mid of October 2015, the college was closed for regular students. This has made difficulty to meet with the students. After opening of the College, we held the discussion with club members and students' council members how we run together club activities and how to recruit new club members. Last year majority club members were third year students and those members already graduated. So, new members were recruited based on club guideline.

For new child right club members, students' council and class representative's third round training workshop was organized. The main objective of the this training workshop was to increase the knowledge of the child right club members on CRC and in turn enable them to run the club activities effectively to create awareness on other trainees. The content of the training were historical development of CRC, major principles of the CRC, Child right based approaches, Contents of CRC (articles particularly article 1-41), African Child rights Convention, Ethiopian Constitution and roles of different stakeholders on implementation of CRC. Moreover, child friendly schools, child right violation in schools, and how to mainstream child rights in schools were presented and discussed.

Four days training was held from October 24-27, 2015. The approaches of the training were brainstorming activities, presentation, group work and reflection, and



Mr. Abera Addressing Opening Remarks



Participants were attending training

questioning and answering. In generally, the approach was participatory. To advocate child rights, big banner was prepared and posted in the training hall and outside of the hall. Training was given with collaboration of the former change agents. Moreover, Posters, pamphlets and training materials were distributed. 188 Males and 103 females and totally 291 participants were participated in training workshop.

4.6. Mentor's Visit

From November 9-14, 2015 Miss Agneta W.Flinck, mentor for Ethiopia CRC and Ethiopian team, conducted mentoring visit to Hawassa, Ethiopia. In her stay in Hawassa, she visited and held discussion with different project target groups. In her first day visit to the College, she held discussion with the College students' council members. During the meeting she raised a number of questions academically and child right issues; and tried to assess awareness of students on CRC.

In her second visit to the College, held meeting with Child right club members and some class representatives. This gave to her an opportunity to discuss with targeted groups. The meeting was held in hall and project team and former change agent accompanied Ms. Agneta. After brief speech by project team member to introduce Ms. Agneta to students and let the students to discuss with her. Ms. Agneta took the stage discussed, raised different questions for the participants. Finally, she advised them and gave child rights book for the club as award.

At the end visit, we had reflection session with Agneta. We shared our activities and plan; and she had enriched our project. After the mentor visit, we are working with club members with different club activities.



The mentor Agneta with Students' Council Members



The mentor Agneta with Child right club members

5. Results

We have achieved success in preparation and implementation phase. Since from preparation up to now the project had the following results.

In our proposal one intended result was to build consensus with concerned bodies about the project. Before the implementation of the project, we made communication and discussion with different stakeholders. We had got collaboration different from stakeholders and received materials, financial and technical support from different stakeholders like Hawassa College of Teacher Education, Regional Education Bureau, Former Change agents; and Students' Council.

The second intended outcome of the project was the identification of the gap on trainees with regard to CRC. Concerning with this, baseline survey was conducted and college curriculum and syllabus were assessed. Based on identified gap, different strategies were designed and implemented to fill the gap.

The third intended outcome of the project was to organize child right club in the college. Accordingly, observable results were achieved with this regard. Child right club was established with enormous numbers of members or students and after establishment different successful activities conducted. To effective and smooth club activities, child right club guidelines were prepared. The main objective of the child right club was to use the club members as change agents. By providing training, we are using them as change agents on child right to reach other students. Child right club executive members are working based on guideline and regularly.

The main objective of the project was to raise the understanding of the student's teachers on CRC. With this regard, series of trainings were given to child right club members, students' council members, and class representatives on CRC and related topics. Through these series of trainings, large of trainees were received training. Moreover, different promotion works like billboard, posters, banners, pamphlets were used to promote child right. The evaluation of the project shows that awareness of the participants was raised on CRC. This evident that from participants' reflection on each training and progress that showed through the trainings. The training workshops have enhanced their knowledge in understanding the principles of CRC among the participants and inspired participants to work on child rights.

In our project proposal one objective was to prepare training materials. Different training documents, promotions materials; and education and information materials were prepared. Training materials were prepared. These materials were used to train above mentioned participants; and distributed to training participants as well as other students.

6. Discussion and Reflection

As the owner of the project, we strongly believe that we are on right track and we had achieved remarkable results of the project. Through the implementation of the project, we had learned existing conditions, CRC and how to promote child right in college level. We were able to attract enormous students to participate in child rights club and to provide training. Participants of training and club members were inspired to work on CRC.

Although we got above mentioned and other success, we have faced some challenges. One main challenge is the time constraint for project owners (change agents). Second challenge is number of programs have made students busy. Moreover, resources shortage hampered number of participants of trainings.

7. Way Forward

To achieve the project purposes, the following activities will be carried out.

- Seeking financial and other supports from different local stakeholders and collaborators to give training for more the College trainees.
- Strengthening Child rights club activities and working with them to reach other students
- After third year students training, for second and first year students will be conducted.
- Involving more selected teacher educators in providing training and in the club activities.

Appendix

Hawassa College of Teacher Education A Guide Line for: Child Right Club

A GUIDE LINE OF THE CHILD RIGHT CLUB

Introduction

The foundation of Child Right Club in Hawassa College of Teacher Education is an initiative taken by SIDA Change Agents of batch Twenty-one that took part in the International Training of Child Right and Classroom Management which was organized in Lund University. The club was primarily organized not only as project to fulfill the training but also to perpetuate the empowerment student teachers with the desired knowledge and skills that help them to be active participant in upholding the right of children in schools. The founders of the club believed that its intervention have enhanced children's right to participation and also had greater impact in reaching significant number of children to disseminate child rights knowledge.

According to the order, all primary schools in SNNPRS of Ethiopia should have Child Right Club, which is responsible for making children aware of their rights. In view of this, there are various governmental and non-governmental organizations that have been embarked upon the right of the child education and awareness creation program on child rights. In this connection, the Child Right Club of Hawassa College of Teacher Education has been established with the ultimate goal of establishing model clubs from which other clubs in primary schools can learn.

There are different views on child right club in schools. Many school teachers consider child right club as a burden rather than a necessity. Moreover, there was no guidelines have been set for clubs in this matter and they are not held accountable. All these problems emanated partly from teachers lack of enough knowledge and skill that enable them support child right clubs and to inculcate interest among school children. As a result, child right violations are critical problems in SNNPRS primary schools in general and in public school in particular. Reversing child right violation in schools requires a coordinated regional effort to educate the public, particularly teacher trainees. Therefore, the CRC club in Hawassa College of Teacher Education shall take the initiatives in promoting the right of the child by organizing training workshops, preparing materials on the right of the child, organizing field visits to primary schools and organizing panel discussions.

I Why Child Right Club in College?

Colleges are providing training for student-teachers who would be employed in primary schools after completing their training. Apparently, primary schools are overwhelmingly dominated by school children. Thus, in addition to their subject matter knowledge, primary school teachers must be aware of the right of the child and how they can implement it in schools. The Change Agents of the SIDA at Hawassa believe that Teacher Educators should create a training ground for student teachers on the United Nations Child Right Convention. Accordingly, colleges should create spaces and promote programs which would empower student-teachers with the necessary skill and knowledge on child rights and in all matters affecting children. Obviously, the establishment of the Child Right club would increase the motivation of student-teachers in general and club members in particular with regard to promoting the principles of CRC. The training and the live-in experience have a noticeable impact on all club members. In the process of training, student teachers would be able to realize their role in promoting children's rights in the school. Furthermore, the formation of

Child Right Clubs has the following merits:

- It is one of the most effective means to ensure children's participation in the school. It is a means of empowering children in schools.
- It prepares children to be aware of their rights and to assert their rights in the school and in the community.
- It has increased the self-confidence of children in expressing themselves and in asserting their rights. The various programs organized with members of the Child Rights Club have helped them to develop their innate talents and potentials.
- The Child Rights Club has made it easier for children to protect their rights, offering them a platform to know, realize and assert their rights
- Through Child Rights Club children themselves have become agents to change prevent child labor and school dropouts.

II Child Rights Club Objectives:

The establishment of Child Rights Club in the College is aimed at disseminating the principles of the United Nations Child Right Convention. Members of these clubs are student teachers and instructors. The main objective of the club is:

- to suggest ways for a cross-sectoral exchange of experiences between schools with regard to effective methods of protecting children from all forms of violence;
- to seek student teachers' commitment for the adoption and implementation of the CRC principles in schools;
- to promote exchange of information and monitoring of progress on the protection of children from against child right violation;

- to organize awareness creation forums and training workshops on child rights for the protection of children against violence and review progress of its implementation in various schools;
- to create talent enhancement opportunities like training in drama, play, poem, music, dance, songs, action songs, folk Songs, mimicry etc..
- to provide legal and psychosocial services to child victims; and
- to support the establishment of Child Right Clubs in different primary schools of the Region

III Benefits of the Child Rights Club

Child Rights Club has the following benefits;

- It facilitates the creation of awareness among members of the club.
- It can be used to inform students about the right of the child and development issues that cannot be adequately addressed in the classroom/ in the curriculum.
- Club members may enjoy some of the following advantages:
 - Participation in Child Right forums, workshops, conferences etc.
 - Trips to places of the right of the child interest.
 - Obtain a wide range of information on the right of the child.
 - News of club activities.
 - Active participation in bettering their local surroundings.

IV Child Rights Clubs Activities

Some of the activities carried out by Child Right Club include the following;

- Conducting training workshops for teachers and students.
- Preparing training module/ materials/ that covered basic child rights issues and the role of school, child rights clubs in disseminating child rights to prevent and protect children from violence, abuse and neglect.
- Organize panel discussions on the theme of children's right to participation including challenges and opportunities to realize their right in the future.
- Organize consultative meeting with representatives of school child rights clubs in Hawassa City Administration to identify problems faced in protecting child rights as well as to discuss the way forward.
- Continuously work to create awareness of CRC principles on College students as well as teachers and how are ensured in local context
- Produce club newsletter every semester and disseminate to the college community
- Organize event day and run different types of competitions
- Prepare dramas on child rights, child rights violation themes, etc.

V Organization of the Child Rights Club

V. 1 Recruitment of CRC Club Membership:

Membership of Child Right Club is open to all year students and for all instructors. It should be based on interest and full participation. At least two students from each classrooms or groups are expected to join the club. Accordingly, class representatives or female students are encouraged to join the club.

V. 2 Size of the CRC Club Membership:

Club membership comprises 2 to 5 individuals per each class/group. In this year more chance will be given for third year students.

V. 3 Role of Facilitators

Club facilitators or patrons and matrons were supposed to be SIDA Change Agents as these are considered to have the necessary knowledge to run the clubs effectively. The role of patrons/matrons is to facilitate the activities of the club.

V. 4 Role of Executive Club Members

The executive club members comprise a Chairman, Vice-Chairman, Secretary, Treasurer, Public Relations Officer and two ordinary committee members. Under the guidance of the facilitator, the club executive is responsible for the day-to-day management of club activities. All the executive members of the club are supposed to be students. The chairman of the club at the establishment is supposed to be nominated by student council and the rest executive club members are supposed to be elected by the first meeting of the club.

V. 5 Club Meetings

Club meetings should be held regularly at the same time and place, once in a week or three times in a month as found convenient. At the beginning of each semester, the committee should decide what is going to be done at each meeting. What activities should be carried out and how they are going to be organized. In every meeting, the secretary should take the minutes. This should include the date, time, the names of those present in the meeting, the agenda, what is said and agreed upon. This should be filed for future reference. The club should send a regular report on its activities to club facilitators. The General Assembly of club meeting should be held on every Thursdays from 5:00-6:00 PM. Since the committee is expected to run the Club, it should have regular meetings to discuss how to run the Club. The executive club members should meet at least twice a week

VI Work Plan of Specific Activities/2014-2015/

S.No	ACTIVITIES/TASKS	IMPLEMENTATION TIME		RESPONSIBILITY
		Start	End	
1	Organizing the CRC club			Facilitators
2	Preparing the guide line and work plan of the club			Facilitators
3	Collecting data for the base line research	November	December	Facilitators
4	Analyzing and interpreting data of base line research	December		Facilitators
5	Calling the first meeting of club members <ul style="list-style-type: none"> • Hold an opening ceremony • Electing the executive members of the club 	December		Facilitators
6	Organizing the first training workshop on: <ul style="list-style-type: none"> • The 3Ps of CRC, • Child Right Violations, • Mainstreaming CRC • Findings of base line research 	February	April	Facilitators
7	Organizing field trips	April		Club Members
8	Produce club newsletter every semester and disseminate to the college community	April	May	Club Members
9	Make posters, write stories and put on plays	April	May	Club Members
10	Organize a party to celebrate the achievements of the club <ul style="list-style-type: none"> • Run different types of competitions • Hold discussions and debates • Prepare dramas on child rights, child rights violation themes, etc. • Use the College mini media to present news and other educational information of CRC 			Club Members

MALAWI

Malawi had its first team in batch 3 (2005) and in total 13 teams and 35 change agents in batches 1-21 (March 2016) in the programme.



Level	Change Agents	Change Projects	Comments
National	12	0	
Region/Province/District	13	8	
Local	10	5	

Table1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

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



Area: 118,484 km²
Population: 15,805,239 (est. 2014)
Capital: Lilongwe
Independence: 6 July 1964
Official Language: Chichewa

MALAWI

Promoting child rights in schools through involvement of learners, head teachers, teachers and the community

Dorothy Mzungu Jirani, Annie. S. Nyangulu, and Bennet Kapinda

1. Introduction

The high illiterate rate and poverty, that exists in Malawi continues to reduce the provision, protection and participation of children in child rights. Many people do not have the full understanding of child rights hence, not respected. Most preferably is the child's right to education which forms the basis of one's' life to develop and participate in decision-making. However, they also experience different forms of violence, abuse and exploitation. These include sexual abuse and harassment as well as physical. These experiences are in and out of school settings. In this regard, the government, development partners and well-wishers continue to promote and protect the rights of children in Malawi through interventions.

Assessment still reveals that, the challenge is outstanding because child rights are not observed. In this regard, the ministry developed policy investment framework which focuses on the child's education but keeping in mind the UN convention of the rights of a child to attain quality education. In this context, the legal framework also plays a role in implementing activities which aim at providing support, care and protection as well as giving children chance to participate in matters that affect them.

The enactment of childcare, Protection and Justice Act, 2010 is a milestone for Malawi because it consolidates various child friendly pieces of legislation into one law. For instance, the Education Act, 2013, the prevention of Domestic Violence Act, 2006 and the Disability Act, 2013. Their effect protect and promote the child rights best interest of the child and their participation on matters that affect them .The 2013 Education Act enforces child's education which is free and compulsory in primary schools to achieve quality. Despite the national legal framework institutionalization of laws, Malawi has ratified all core international Human Rights instruments like the Convention on the Rights of the Child CRC in 1991 without doubts and the African

Charter on the Rights and welfare of the child ACRWC in September, 1999. As such, the enactment of all these laws provides the opportunity for joint efforts in promoting and protecting rights of children in Malawi. Some policies are put into effect at school level in both primary and secondary. These include re-admission policy for school drop-outs, 50-50 selection policy between boys and girls, free primary education and child friendly initiatives. These make relevant contributions to a strong legal framework for the promotion and protection of children's right to education. The existence and enactment of all these laws, policies and International Human/Child Rights Instruments create an enabling environment for the enjoyment of the rights of children in the context of schools.

2. Frame of Reference

Although the government of Malawi is working tirelessly to put in place enactments of laws which can enable the realization of child's rights in schools and communities, the challenge remains outstanding. This is due to minimal implementation and monitoring the effectiveness of such laws. However, NGOs and other well wishers are also working on the same to achieve the intended goals. For example, in schools, both primary and secondary, learners are not given space of action. Mostly, they just follow what their teachers tell them to do, as they are not given chance to voice out. This means that people are not fully aware of child rights.

On the other hand, learners do not attend school fully. In most cases cultural beliefs and norms also affect their participation. Girls are seen being forced into early marriages, taking care of siblings and the sick and other household chores. This denies them their right to education as stipulated in articles 28 and 29.

Despite the existence of the education policy on teacher/learner ratio which states that a teacher should teach a maximum of 60 learners in class, the situation on the ground is different. A teacher is seen teaching over 100 learners, as a result participation and observation of their rights is not fully done. This leads to moving towards development at a very slow pace.

As we appreciate the work done by change agents for batch 19 to involve learners through student councils and prefects in various areas in decision making, the project of batch 21 will therefore, ensure that student councils and prefects are fully involved in decision making as they represent other learners in various forums. To achieve these different school stakeholders should be sensitized on the same. This is important because children operate from home to school where their rights ought to be observed and respected. During a term review meeting with student councils at Njewa teacher's Development Centre, it was revealed that some community members are not aware of the rights of the children as a result they respect their cultural beliefs more. Children are not given chance to voice out but rather receive and follow whatever they are told. In CRC students are given various roles and responsibilities as a way of involving them. For example, at school, there are prefects who help teachers in controlling and monitoring school resources and activities, such as the library, prefects ensure that library

materials are in order hence he/she is accountable. Sports prefects are responsible for sporting activities. All departmental representatives report issues to the student council as a main body which looks into all issues that affect the children. If such things are improved, the desired goals by the government can be achieved. This change project is based on 2Ps under CRC which are emphasized below.

2.1 Participation

Although there is this awareness of CRC in both secondary and primary schools in Malawi, children are not participating in activities that concern them both at school and home. The students are only told what to do basing on culture and traditions. This promotes dictatorship hence learners cannot give out their views but just accept what comes their way so that they are not labeled as being rude to their elders culturally. It is therefore, in this respect that rights of children should be heard within education which is fundamental to realization of the right to education. This is stipulated in articles 12, 13, 28 and 29.

Therefore the project is to enable student councils and other learner representatives of Chitedze Community Day secondary School and Muzu in Njewa zone, then Mphandula and the other ten primary schools and two secondary schools in Kalolo zone to fully participate in coming up with their activities from different clubs and societies [debates, football, examinations, field trips etc] to be incorporated in calendar of events. When it comes to planning programmes, Student councils should be given space of action. For instance, they can have priority to build toilets or library instead of imposing on them. This will create a sense of belonging and develop their self-esteem.

2.2 Protection

Protection of a child is critical in both primary and secondary schools if we are to achieve quality education. Protection of children's rights is fundamental that is why the Government of Malawi established the laws, Child Care Protection and Justice Act 2010. The project is carried out to ensure that students are protected in schools. This can be achieved by sensitizing and bringing awareness on rights of children to the community. It is important that they should know their roles, responsibilities and duties of student councils and prefects together with headteachers, teachers, students, SMC, Chiefs other stakeholders at Chitedze Secondary School, Muzu Mphandula, and the other primary/secondary schools. The activities which are to be carried out will create space of action to minimize indiscipline cases like vandalism, drug and substance abuse to the side of students. The issue of corporal punishment will be reduced among teachers. Parents who were lacking their responsibility will start to care and provide for their children. With this a child will be at a safe position.

2.3 Target Area

The project will be implemented in one primary and one secondary in Njewa, eleven primary and two secondary schools in Kalolo zone which are in Lilongwe Rural West Education District. The previous project targeted Njewa zone only but Batch 21 has scaled it up to Kalolo Zone. The project intends to promote the involvement of school stakeholders to observe child rights at Chitedze Community Day Secondary, Muzu, Mphandula and the other ten primary and two secondary schools in the zones. It is expected that this will consolidate the give and gains realized in the projects of the previous batches and replicate best interest of the child. [Article 3]

2.4 Target Group

- 13 Headteachers and 26 teachers from Kalolo zone.
- A total of 32 teachers from Chitedze Community Day Secondary School and Muzu Primary School.
- SMC and PTA from Chitedze Secondary, Muzu, Mphandula and the other 10 Primary and two secondary Schools in Kalolo zone.
- Chiefs from Njewa and Kalolo Zones.

2.5 Stakeholders

- All headteachers from Njewa and Kalolo zones.
- Student councils from Chitedze, Muzu and Mphandula schools.
- Traditional leaders.
- Malawi Batch 19 and 20 change agents.
- Ministry of Education Science and Technology.
- Ministry of Gender Children and Community Development at the district level.
- Malawi Human Rights Commission.
- Members of Parliament in Lilongwe South, Mapuyu North and South constituencies.

3. Purpose

The purpose of the project is to promote and strengthen child rights to students, head teachers, teachers and school communities in Njewa and Kalolo Zones so that students carry out leadership roles and participate in decision making fully.

The specific objectives of the project include:

- To change the mindset of head teachers, teachers, parents and communities perception on child rights.

- To enable them appreciate the values, attitudes and perception towards decision making.
- To enable stakeholders to involve student councils in decision making both at school and at home.
- To involve learners to participate in decision-making.
- To establish student council at Mphandula in Kalolo zone.

4. Methodology

Meeting with the director for basic education in the Ministry of Education Science and Technology

Much as we know, we cannot carry out any project within the ministry before actually meeting the people in authority. There are several reasons for doing this. It could be for introduction, meeting or even reporting so that the ministry is aware, let alone the target areas are its public primary schools and secondary schools. In this context, it would enhance good relationship and support with the ministry during the project implementation. For the success of the project it would require financial and material support.

As CRC change agents for batch 21, we had an opportunity of meeting the Director for Basic Education. Dr. Joseph Chimombo who is also a change agent of batch 20. We met him several times and had a listening ear so much so that he gave us a go ahead. In some instances the Deputy Director did the same. We explained to them that one of the objectives is to enable learners carry out leadership roles and participate in decision making both at home and at school. This would promote children's rights that are participation and protection focusing on CRC.

From a serious note, the Director for Basic Education gave us a green light that he would provide support through the District Education Manager of Lilongwe Rural West where batches 19 and 20 are also implementing their projects. This would be achieved through access of zonal improvement grant and even the district improvement grant in order to implement some zonal activities. He further added that ministry officials would also monitor implementation of the project in the zones especially the targeted schools, hence provide support wherever possible.

Meeting with the Education Division Manager for Central West Division

Batch 21 made visits and carried discussions with the Education Division Manager about what we are doing and how we intend to progress with participation of children in decision-making especially the student bodies.

It is a challenge in our Malawian schools that prefectural bodies feel that they do more at school by working in their specific areas while student's councils feel that they are superior because they are involved in decision making. With this, it brings a mis-

understanding between prefectural body and student council because they underrate each other. The Division Manager liked our project because it will help his division to minimize indiscipline cases which are rampant in the division. He commented that most vandalism acts in the division are a result of student bodies because they do not know their rights and responsibilities at school. He further said that he is happy that this project has started in his division which will make the division to be a role model by becoming a vandalism free division. He stressed that he will be taking us, change agents, to visit all the secondary schools in the division to sensitize the headteachers, teachers, students and communities about CRC.

Sensation of the teachers at Chitedze CDSS and Muzu F.P. School in Njewa zone

Knowing that teachers carry parental roles in school setting, it was important to sensitize them on how to handle issues affecting children in their day-to-day lives. The teachers took it positively, however, the teachers wanted to know the specific duties of the prefects as well as the students council. We explained and gave them some notes at the end of the meeting. The change agents asked teachers to work collectively and not leaving the link teachers and head teachers alone. The change agents stressed that there should be full participation of prefects and students' council by not underrating each other. Teachers were also sensitized not to administer any form of corporal punishment. It was agreed that any misunderstandings should be addressed amicably and immediately. The teachers agreed to work hard and assist where necessary.

Awareness meeting with stakeholders at Mphandula School following the mentor's visit

After scaling up the project from Njewa to Kalolo Zone at Mphandula Primary School, in particular, it was with great pleasure, for batch 21 to carry out the awareness campaign with the support from batch 19 change agents during their mentor's follow up visit. The presence of our mentor, Dr Ulf Leo, from Sweden added more flesh as to having CRC. The purpose of the gathering was to introduce the project as regards to the past experience where learners were/are sidelined in decision making forums. In so doing, learners suffer in silence, despite the challenges encountered both at school and at home. They were/are not heard in any way. Therefore, the project was introduced as an initiative for change through the change agents in order to create a conducive learning environment as desired by the Malawi government policy to respect the rights of the children.

At a shortest notice, Chiefs, School Management Committee (SMC), Parent Teacher Association (PTA) mother group, teachers from Mphandula and all headteachers from the other 10 primary schools in the zone and 2 secondary school heads attended this meeting. Actually, it was also there to promote capacity building of members in school management on issues of child participation through their provision and protection

to learners as main school bodies hence give them space. The participants were taken through some basic principles of CRC and the provisions of the constitution of the republic of Malawi on child rights, the Education Act and how such provisions are applied in schools. This awareness was expected to start changing the various stakeholders' mindsets and perceptions in ensuring that children participate in decision-making on issues that affect them in schools. On this day, over 70 participants attended the meeting.

Much as we know that parents are part of the key stakeholders, we could not leave them out although committee members and chiefs were in attendance. Parents were invited on the same idea of CRC requiring enhancement of children's participation in decision-making. This would better work by putting in place a students' council as a main learner representative body to work alongside with the prefectural body which would also work on issues affecting them.

Parents also expressed their views which showed that child rights are misinterpreted as parents think that learners are given more unnecessary powers. Through this awareness meeting, parents appreciated the initiative through batch 21 change agents. Some of them showed positive attitude although others appeared resistant to change. However, with an ongoing sensitization, things might change for the better as we know that change is a gradual process.

It was learned that cultural beliefs and practices play a major role which indicate that learners are there to listen and receive what they are provided without any say. However, parents' responsibility on provision of all needs and protection in various forms against violence, abuses also depends on them. The CRC message on this particular day went across the borders as different policy makers were also present.

Training of Head teachers at Malawi Institute of Education

Batch 20 change agents organized a training of all head teachers for Njewa and Kalolo zones for one week at Malawi Institute of education in Zomba district. Njewa zone sent eleven primary school headteachers, a head teacher from Njewa community day secondary school and deputy head teacher from Chitedze Community Day Secondary school. Kalolo zone sent eleven primary school headteachers and two headteachers from Namitete and Chiwambo Secondary Schools respectively. The facilitators from Malawi Institute of Education covered topics on fundamental principles of CRC and the way the principles could be used to promote children's rights in schools.

The training covered on the constitution of Malawi, democracy, origin of human rights, concepts of humans in human rights, individual freedoms, human rights for vulnerable groups, environmental and sustainable development, peaceful conflict resolution, human rights and gender, HIV and AIDS as human rights issues and drug and substance abuse. All these topics focus on child rights as provided in the constitution of Malawi basing on the African Charter of Rights and Welfare of Children. The participants were also trained on their roles by ensuring that children in schools participate in decision making on issues that affect them. The participants were trained to create

cultural harmony with learners in order for learners to participate in decision-making in matters affecting them.

The participants were asked to strengthen the already existing students' councils in Njewa and Kalolo zones. All teachers and the deputy head teachers were not to differentiate the student councils and prefects in order to bridge the gap between them. The participants were trained on the roles of student councils and prefects including the link teachers. Emphasis was on the roles and responsibilities of student councils and prefects to focus on the three Ps.

The head teachers and deputy head teachers drew action plans as their way forward for the implementation of CRC. All head teachers and deputy head teachers agreed that they are now change agents and promised that they will pass the information to their communities and teachers in their schools.

PTA sensitization at Chitedze community day secondary school, Muzu and Mphandula primary school

We had PTA meetings which dwelt much on convention of rights of a child. The focus was on the 'three Ps' especially the last 'P' which is participation. Students should be provided with necessities such as food clothing and school materials for the smooth running of their studies. Students should be protected so that people moving along the road with bad intentions should not molest them. Parents were encouraged to invite views from their children at home as it is the case with school administration. For example, Chitedze secondary school has a new library which was initiated by student council. This convinced the PTA and SMC and members of staff. The library prefects are taking care of books and other library assets. There is a mutual relationship between prefects and student council which was sour at first. The MP, the Councillor and the chiefs encouraged parents to involve them in decision making. In his final remarks, the MP promised to assist needy students at the school and asked the head teacher to identify such needy students. He also donated five bags of cement to help in plastering an administration block which was under construction.

In addition, parents were also advised to report to head teachers, teachers and other authorities including change agents on any abuse to either a girl or a boy child. Muzu, Mphandula and other schools have clubs which influence girls to work hard and observe child rights in schools. Some of these clubs are, Theatre for Change, Malawi Girl Guide Association, AIDS TOTO clubs and 18+ CAMPAIGN. All these activities are done to create child friendly schools in line with the Malawi government policy as part of the implementation of Malawi free primary school education guidelines.



Sensitization campaign

Training of students councils and prefects at Mphandula primary school

Following the awareness of child rights at Mphandula School in Kalolo zone, the change agents organized to formulate a student council and empower it together with the prefects to be knowledgeable on their rights as provided for in the constitution, the CRC, other relevant regions as well as human rights and how the rights can be realized in the context. The scope of the training also included their roles and responsibilities as members of the council and the roles of the prefects. This is to make them participate in school governance on issues that affect all learners while at the same time observing acceptable behaviors at school. Emphasis was made on the roles of the council as overseers of the rights of the children at school. The council was advised to report to link teachers if the rights of children were violated at school. During staff and PTA meetings, members of the council were advised to attend and contribute so that teachers and parents should know their views. Prefects were told to perform to their maximum ability and make sure that in their specific areas, rules and regulations are being adhered to. For instance, sanitation prefects are to make sure that the general surrounding of the school is always clean. Similarly, library prefects are to insure that schoolbooks and other related materials are always taken care of. In addition, class monitors have a duty to check that subject timetables are being followed by teachers and each teacher signs against his/her subject in the period register after teaching. The students' council was also advised to form a club so that as students they highlight to each other different topics on child rights.

Training of Link Teachers

After putting in place students' council at Mphandula primary school in Kalolo zone as a pilot alongside other schools in the zone, two teachers per school were identified to work and support the student bodies on their daily activities. These would act as a bridge between the council and the headteacher to promote learners participation in decision-making at the schools. For example, learners' bodies would participate in formulating school development plans, school rules and budgeting for school improvement grants. As such, the link teachers were trained on their roles and responsibilities as to what they would do to sustain the existence of the councils in schools together with the prefectural bodies.

The training of the 26 link teachers was held at Kalolo Teacher Development Centre in Lilongwe, in collaboration of batches 21, 20 and 19. Using our own initiatives, we managed to buy and provide participants with refreshments and this motivated them.

Review meeting with student councils

Review meetings with student councils were held at Njewa and Kalolo Teacher Development Centres. They were drawn from two and thirteen schools from both zones respectively. This was done to share experiences they encountered during implementation of CRC in their respective schools. During discussions they also focused on solutions to address the challenges met. This was conducted in collaboration of batches 19, 20 and 21 change agents in order to check progress.

It was good to learn from student bodies that after the training they work in harmony with fellow learners and other stake holders as a result their concerns are taken into consideration. For example, a council at Mphandula went out into the community to look for desks which were missing at school and brought them back. In addition, another council investigated stolen books and returned them as well. This shows that students are responsible and involved in decision-making. On the other hand, there is cordial relationship among stakeholders.

In addition, council members from different schools met and organized themselves to summon the Primary Education Advisor for Njewa Zone to intervene because teachers had stopped teaching due to unpaid leave grants for the school session. This is a good development because it shows that learners are able to make decisions on their own and voice out.

These prove to be successes because students are now instilled the spirit of ownership. However, issues of some learner dropouts, abuse and harassment were reported by some learners. For example, a sixteen-year-old girl was forced into marriage to a 24 year old man at Muzu. Similarly a Standard 8 girl at Mphandula came back to school after being visited and counselled by student council members. Another issue was at Chitedze CDSS where a Form 3 girl was impregnated but after delivery she was readmitted. All these issues were brought to the attention of SMCs/PTA, Chiefs, mother groups and parents to take their responsibilities over learners to counsel, guide and



Review meeting with student councils

protect them so that their rights are not infringed and they all attain quality education.. In this regard, change agents from batches 19, 20 and 21 with support from Malawi Human Rights Commission, are also working towards zero child abuse. For example, any person who impregnates or marries any one under the age of 18 should be brought to book. Therefore, we will continue and make sure that we follow up these issues so that other people should draw lessons from them.

It was also learned with regret that some teachers are still administering corporal punishments and abandon classes as a solution over disagreements with students. This is completely against the laws and policies as stipulated by the Malawi Government. As such, teachers still need to be sensitized knowing that change is gradual.

Therefore, the government should ensure that policies, rules and regulations are reinforced and followed.

Review meeting with Link Teachers

The review meeting was organized in order to share experiences on how they have started to work with student councils. For example, what changes they have encountered, the challenges and the way forward for them to better support students. The meeting also gave chance to link teachers to seek advice from the change agents on areas where they were not clear. Through discussions link teachers reported that they find challenges with learners who do not respect the council and the prefectural members. As a result, some council members do not work hard. Again, link teachers reported that sometimes they lack support from their fellow teachers who feel that link teachers are supported financially as they work with students' councils.



However, link teachers still tried to work hand in hand with student councils to strengthen the student platform to voice out and participate in decision-making.

Following the discussions, it was agreed that head teachers should meet to discuss and find ways on how best they can be supportive to the link teachers to strengthen and empower the councils. There was also need for change agents to sensitize teachers on the work done by the link teachers which is voluntary. Following teachers sensitization some showed positive attitude.

For the learners who failed to respect the council members, the link teachers and the head teachers continued to advise students on the roles of student councils during assemblies and knowing that they are put in place to fight for rights.

Review meetings with Head teachers

The meeting was conducted in order to get feedback from headteachers on the implementation of the involvement of students in schools and school stakeholders since the programme started. It was further aimed at checking how the student councils have been operating and support given by headteachers to ensure that students are involved in decision making on issues that affect them.

As part of stakeholders, headteachers tried to brainstorm some solutions to the challenges and come up with the way forward. In this regard headteachers worked tirelessly to create child friendly institutions.

Despite the shared efforts it was noted that some teachers still feel that students would overpower them. This challenge needs an ongoing sensitization for teachers to change their mind set and perception towards CRC.

In addition, headteachers should increase their space of action to give chances to the teachers to work closely with students and have full realization of their rights. Through implementation, change was realized in some cases to promote participation for the students. For example, students are able to care for school equipment, formulate rules and regulations and encourage students who dropped out from school to come back.

Open Day

This was another important day which was on 6th November, 2015 which marked the final phase of batch 21 project where Njewa and Kalolo zones held an open day at Mphandula Primary School to consolidate what learners understood in child rights. This was done through displays of different activities like drama, speeches, poems, songs and traditional dances under the theme of “STOP CHILD ABUSE.” On this day various stakeholders were in attendance such as: The District Education Manager (DEM), The Malawi Human Rights Commission (MHRC), The Member of Parliament (MP), School Management Committee (SMC)/Parent Teachers Association (PTA), Chiefs, teachers, parents, Change Agents, students from both secondary and primary schools without forgetting the Guest of Honour, Dr Ulf Leo from Sweden, the mentor.



Student Council on Parade Mganda dance during an Open day At Mphandula

5. Results

After implementation some of the planned activities as explained in this report, the following are the results:

1. Misunderstandings are resolved through dialogue not vandalism. E.g. Student council from Njewa zone forwarded their concerns to the PEA because teachers were not teaching since they were not given annual leave grants.
2. Students are instilled a sense of ownership because they are fully taking care of school properties. For example; they managed to take back schoolbooks and desks which were stolen.
3. Student councils are invited during PTA meetings where they give contributions on matters that affect learners.
4. Students are involved in planning and budgeting of school improvement grants and formulation of school rules and regulations.
5. Formulation of student councils in thirteen schools in Kalolo zone
6. A form three girl and a standard eight girl who dropped out from school because of pregnancy and early marriage respectively are readmitted.
7. Twelve students who dropped out from school at Mphandula are back to school.
8. There is about 15% and 20% increase enrolment at Muzu and Chitedze respectively because schools are right based.
9. Dropout rates have been reduced because students follow up their friends who drop out from school.

Table showing reduction in student drop out due to pregnancy after CRC sensitization at Muzu.

YEAR/CLASS	Std 4	Std 5	Std 6	Std 7	Std 8	TOTAL
2010	-	1	2	2	3	10
2011	-	2	4	4	8	18
2012	-	6	7	7	8	28
2013	-	1	2	4	5	12
2014	-	3	4	5	6	18
2015	-	-	-	-	8	8

6. Challenges

1. Due to CRC the project schools are popular and there is high enrollment rate which results in congestion in classrooms which make teaching and learning difficult.
2. Encroachment of school land at Mphandula primary makes the school to have minimal space for further constructions.
3. There is inadequate teaching and learning assessment resources making it difficult for implementation of the objectives.
4. Some teachers do not want to be reminded when it is their time to teach.
5. Not all teachers are well trained on issues of CRC.
6. There is inadequate financial assistance for running the project effectively.
7. There is a crucial shortage of water at Mphandula which brings a threat of outbreaks.
8. There are a lot of open-air classes (learning under trees) due to inadequate classrooms.
9. Some communities involve learners in decision making at minimal scale.
10. Some learners underrate student council and prefects.

7. Discussion and Reflection

The project started at a very good pace as many stakeholders have welcomed it. The reception is good from the Ministry of Education Science and Technology and community structures: Chiefs, MPs, ward Councilors, Church organizations, teachers PTA, SMC, mother groups, and learners. Again, learners in student councils have shown commitment to work with change agents by ensuring that children's rights are promoted and protected in schools. However, gaps are still noted in some areas as teachers move towards change. Therefore, it is very important for change agents to encourage and work hand in hand with the student councils in decision-making and promotion of child rights. In addition, learners are to share experiences and learn best practices on issues of participation in schools. Stakeholders are to play their roles and should report issues affecting children such as sexual harassment, violence and any other abuse because they violate children's rights. Change agents, should regularly facilitate meetings with all stakeholders as part of implementation by the community at home to maintain good relations. This would lead to working towards a common goal in enhancing learners participation in decision making in schools as well as at home.

Link teachers have formed zonal committee for student councils to monitor progress. Change agents are continuing to encourage the committee to carry out exchange visits in order to check implementation of their student councils on CRC and find solutions to challenges they encounter. Whatever is discussed during visits at the zone should be in line with action plans. Link teachers need to report to change agents on

every development. As headteachers were trained on their roles towards student councils and prefects, change agents must continue to encourage them in order for student councils to be active. Headteachers should always involve learners when there is an issue as part of participation in decision-making. Student councils in Njewa zone held their meeting whereby they summoned the Primary Education Adviser following a sit in which was conducted by teachers in the zone due to unpaid leave grants. This is an indication that student councils are active and taking part in decision-making.

As change agents we are working closely with stakeholders through meetings. The reports for such meetings are showing that the stakeholders have welcomed CRC with positive mindset despite some negatives due to cultural beliefs. However, with ongoing sensitization change might still be observed, community members are free and open that they report some of issues affecting their children to the relevant authorities like the Headteachers, change agents and police.

8. Way forward

1. Since there are challenges which are outstanding, as change agents, we will continue to work on the project with other stakeholders both primary and secondary. In so doing there will be room for sustainability. As batch 21, it is planned that we will monitor implementation of CRC in schools to ensure that learners are now participating in decision making on matters that affect them. Furthermore, we will also check that teachers at school do not violate learners' rights. Learners ought to voice out and be heard.
2. Assessment has shown that some teachers' mindsets have not changed positively towards CRC. Therefore, we will plan and organize trainings for teachers so that most of them are reached. Schools must be child friendly and we will also ensure that School Management Committee (SMC), Parent Teacher Association (PTA), Mother Group and local leaders are also trained after attending sensitization meetings.
3. After carrying out different activities, we cannot do without evaluation. This can better be achieved through review meetings when experiences and best practices are shared among learners. Where challenges are encountered, solutions are proposed to address the existing issues.
4. Empowering the zonal link teachers committee to organize and monitor the exchange visits in schools.
5. Open days should be conducted so that communities and other stakeholders can appreciate the fruits of CRC because learners show various activities.

Table indicating action plan

OUTCOME 1	Indicator/Monitoring	Time
HEADTEACHERS AND TEACHERS MINDSETS ARE CHANGED TOWARDS CRC	One issue addressed	On going
1.1 OUTPUT	Indicator/Monitoring	
Promoting and raising awareness to headteachers and teachers about rights of the child at Mphandula primary	Two awareness meetings conducted	Done
1.1.a Activity		
Sensitization of school managers (Kalolo and Njewa zones) on CRC at Malawi Institute of Education	One awareness meetings conducted	Done
1.1.b Activity		
Training of 26 teachers in Kalolo zone (patrons and matrons)	One training conducted	Done
1.1.c Activity		
Implementation and monitoring of activities at Mphandula primary.	Checking action plans	On going
1.1.d Activity		
Review meeting	Reports from headteachers, teachers and student council	Done
1.2 OUTPUT	Indicator/Monitoring	
Promoting awareness to headteachers and teachers about rights of a child at both Chitedze community Day Secondary School and Muzu Primary school.	Three decisions made.	On going
1.2 a Activity		
Training of a total of 32 teachers from Chitedze CDSS and Muzu Primary School in CRC	32 teachers trained in CRC	Done
1.2 b Activity		
Implementation and monitoring at Chitedze CDSS and Muzu schools.	Six issues addressed	On going
OUTCOME 2	Indicator/Monitoring	
THERE IS A POSITIVE PERCEPTION OF COMMUNITIES TOWARDS CRC AT SCHOOL AND HOME,PTA AND SMC	-Come to schools when invited (3 times) -Meetings in community (3 times) -2 CRC issues addressed -High enrollment (20% increase)	On going
2.1 OUTPUT	Indicator/Monitoring	
Awareness raised on the rights of children in decision-making.	Four meetings with PTA, SMC, parents, chiefs and mother groups conducted	On going
2.1.a Activity		
Training of school management committee, parent and teachers association, mother groups and chiefs in involving children in decision making.	Three trainings conducted	

2.1.b Activity		
Implementation and monitoring.	Availability of Minutes and reports	On going
2.1.c Activity		
Termly review meeting	Number of meetings, minutes and reports.	Done

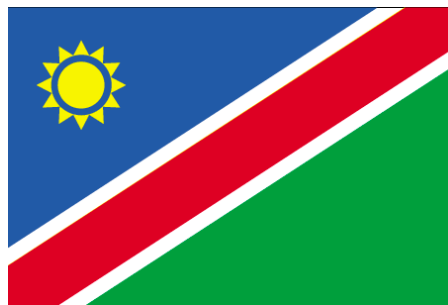
OUTCOME 3	Indicator/Monitoring	
LEARNERS AT CHITEDZE COMMUNITY DAY SECONDARY SCHOOL AND MUZU IN NJEWA ZONE AND MPHANDULA PRIMARY SCHOOL IN KALOLO ZONE PARTICIPATE IN DECISION MAKING.	-Two decisions made. -A student council formed at Mphandula	On going
3.1 OUTPUT	Indicator/Monitoring	
Awareness of roles and responsibilities of student councils and prefects to bridge a gap between them.	Two awareness meetings conducted	On going
3.1.a Activity		
Training and discussion by student councils and prefects on their rights, values and responsibilities.	One trainings cessation conducted.	Done
3.1.b Activity		
Formation of student council at Mphandula primary school	Existence of student council	Done
3.1.c Activity		
Implementation and monitoring	Minutes and reports	On going
3.1.d Activity		
Open day at Kalolo TDC	Activities having a theme of "STOP CHILD ABUSE" CRC, songs traditional dances, etc	Done
3.1.e Activity		
Review meeting.	Three review meeting conducted	Ongoing

9. List of references

1. Government of Malawi (2010), the Constitution of the Republic of Malawi.
2. Government of Malawi (2010), Child Care, Protection and Justice act.
3. Government of Malawi (2013) Malawi Government Free Primary Education Implementation Guidelines.
4. United Nations Children's fund (2013), Implementation Handbook for the Convention of the Rights of the Child, Geneva: UN Publications.
5. Child Friendly Handbook for Schools.
6. Education for Human Rights and Democracy in Malawi (2006).

NAMIBIA

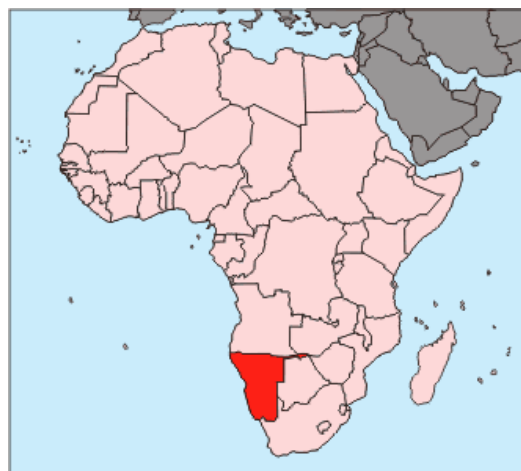
Namibia had its first team in batch 2 (2004) and has in total had 11 teams and 32 change agents in batches 1-21 (March 2016) the programme.



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

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma

Geographically the main parts of the teams are from the North provinces. One team is from Karas province and one team is from the Center. The projects have mainly focused implementation and sensitization of all three Ps, provision, protection and participation.



Area: 824,292 km²
Population: 2, 319, 085 (est. 2014)
Capital: Windhoek
Independence: 21 March 1990
Official language: English

NAMIBIA

Parental Participation in the Child Education: A pilot study at Etunda Combined School in Omusati Region

Martha Amutenya, Simeon Kavila, and Evaristus Modestus.

1. Introduction

“Education will be seriously reformed only after we move it from a matter of “importance” to a matter of “Life and Death” for both society and the individuals themselves” Martin Haberman

According to the Implementation Handbook for the Convention on the Rights of the Child article 18, “Parents or, as the case may be, legal guardians have the primary responsibility for the upbringing and development of the child.” The responsibility vested in parents and other primary caregivers is linked to the requirement that they act in children’s best interest as first educators in the home set up. The earlier in a child’s educational process parent involvement begins, the more powerful the effects. Parent’s participation is the ingredient that makes the difference in the education of the child. By meaning child education in this project it regards the participation of parents in the child education both at school and home.

Etunda Combined School is a rural school, situated 56 Km West of Outapi (Regional Capital city of Omusati Region). The school is located in a formal disadvantaged and marginalized community of (Ovawambo, Ovatwe, Ovandongona, Ovahimba and Ovadhimba tribes). Before Namibian independence (21 March 1990), there has been no schools at the surrounding Etunda community. This has rendered the parents not to see the value of education by not being involved in the child’s education at home or participate in the learning at school. Their live hood depends on subsistence farming activities such as Crop and Livestock farming.

Over the years, Regional Internal School Evaluation (RISE), results analysis and Principal Trimester Report had revealed a poor performance, which is attributed to

non-parental involvement. RISE is a Regional program designed to assist schools in holistically evaluates the implementation of both Curricular and extra activities in the school, with the view to assist schools to be effective the development and improvement plans. This pilot project meant to increase parents' involvement in the child education in order to improve the school performance.

2. Frame of Reference

In 1990, Namibia ratified the convention on the Rights of the Child where the roles and responsibilities of parents on the Child's Rights are stipulated. The Supreme Law of Namibia (Namibian Constitution article 15 sub article 1 states that "Children shall have the right from birth to subject to legislation enacted in the best interest s of children, as far as possible the right to know and be cared for by their parents". This is in line with CRCs' provision, protection and participation of the child in the Namibian school education system. While article 20 sub article 2 states that " Primary education shall be compulsory and the state shall provide reasonable facilities to render effective this right for every resident within Namibia, by establishing and maintaining state schools at which primary education shall be provided free of charge".

This resulted in the introduction of Universal Education for general education grades (0-12) in 2012. The Education Act 16 of 2001 section 16 (sub- section 1) states that "There is, for every state school, established a school board to administer the affairs and promote the development of the school and learners of the school". According to Section 18 (sub section 2) of Education Act made the provision that school parents must constitute the majority of members of a school board to be in charge of the school education affairs. This has greatly empowered the Namibian parents to participate in the child Education and own the school. In line with the latter, an Implementation handbook on the school board responsibilities had been developed with the aim of guiding parents in the child education.

Despite all the legal frameworks ratified and enacted by the Namibian government, particularly in schools the disciplinary cases, monitoring of children work, school developmental plans are still done at school with no parents' participation. This project will be piloted at Etunda Combined School and intends to enhance parental participation in the child education.

3. Purpose

The aim to pilot this project of change is to educate parents on Child Rights Conventions (CRCs) in order to actively participate in their children's education and to create CRCs awareness in the Etunda Community (parents, civic leaders etc). The purpose of this project is also to create good relations between teachers, parents and learners at schools. Moreover, in the long term perspective it will also improve learners' performance. What we would like to highlight is the need for a change on these three topics:

- Parents meetings – from problem oriented and initiated by School management to parents initiated/ driven meetings (School board).
- Parents School visit (individual) – today only by school invitations - tomorrow frequent voluntary parents school visits on academic & social progress of the child.
- School development plans- today only done by Staff members - tomorrow *school* development plan to be a joint exercise including parents, staff members and learners.

Target groups and Stakeholders

The main target groups are the parents: The stakeholders are divided into three groups: *Stakeholders 1:* School management, Learners Representative Council (LRC) & Civic Leaders (Councilors, Headman, Religious Leaders).

Stakeholders 2: Inspector of Education, Chief Inspector & Regional Director of Education.

Stakeholders 3: Ministry of Gender, Child Abuse protection, Ministry of Health & School Counsellors. See APPEDICES 2, Regional CRC Planning.

4. Methodologies (Activities)

Team Namibia upon finishing phase 1 & 2 in Sweden carried an awareness campaign on the following stakeholders:

1. October 2014, Acting Director was given an overview on the CRC and the objectives of the program plus the Convention. The purpose for this activity is for him to understand and also to get support in carrying out the implementation of the program. Acting Director appreciated the program and gave us the permission to go on as planned for the program.
2. October 2014, the next stakeholders visited were the Inspector of Onesi Circuit where Etunda Combined School is situated as a piloting school project and the school principal.
3. October 2014, Furthermore, Team Namibia visited the school project to sensitize school Principal & management, teachers, school board members and learners. They accepted the objectives of the program and indicated their willingness towards the program.
4. November 2014, the other meeting was conducted with traditional leaders, church leaders to get support from them as they are the most custodian of this project to influence and mobilise other stakeholders. On the same day Team Namibia carried an interview with some school board members, some teachers, parents and learners in order to see their understanding when it comes to CRC. This gave us the way to plan for the training as was planned and also this interview was meant to find out the importance of parental participation in the education of their children.



Interview Session taking place

5. February 2015, Next activity Team Namibia carried out was to conduct a training workshop for 60 parents which presented 50% of parents who are having children at Etunda Combined School. Apart from the principal of Etunda Combined School, the team have included the principal of Onawa S.S and Onesi S.S as the team want these schools to link, in promotion and advancing the Child rights in their communities plus to sustain CRC program.

During the training, participants were given an overview of the program, with the emphasis on the 3Ps (Provision, Protection & Participation). Furthermore, the team divided the participants (parents) in groups of 10 in order to give scenarios of a picture of a child who lacks provision, protection and participation within Etunda school community. The aim of this activity was for the facilitators to see if parents understand the 3Ps as they were eluded during the overview session. When parents gave their feedback, they demonstrated good understanding of the 3Ps, and were free to participate in discussions openly.

Discussions after each presentation were done by parents and facilitators. On the same training, parents were given information regarding children's rights and grants (money from government to OVCs & Vulnerable children) which was incorporated

with the Ministry of Gender. They were also informed about where to report cases of abuse and misuse of government grants for children. Parents were however asking questions as well as giving their views regarding the abuse of children in their communities.

Moreover during this training, parents were given time to discuss in their groups and later to present on barriers to parental involvement in the education of a child. The following are some of the points raised by the parents:

1. Language and cultural difference between parents and teachers.
2. Parents think they have nothing to contribute- they don't understand the value of education towards their children.
3. Long distance to the school- sometimes they are old.
4. Socio- economic problems- poverty etc



CRC Change Agents introducing 3Ps to the Parents and carrying questionnaire session with members of the clubs



Figure: Photos from the Training of Parents

5. CRC project implementation at Etunda Combined School

5.1 Parents meeting at school.

Trained Parents held a briefing meeting for those parents who did not attend the training. The briefing was successful to an extent that a decision was taken to establish CRC clubs in the school as follows.

- **Cuca shop Club:** This club is focussed on preventing and protecting learners from being abused in selling (Child Labour) and consuming alcohol. The club is made up of five parents who are tasked to educate other parents, learners and business community (Cuca Shop owners) against child abuse.
- **Academic Club:** This club is focussed on the learners academic performance at various levels (Primary and Junior Secondary phases). The club is made up of parents, teachers, learners and School Board members. This club established a program to carry out regular school visits to motivate teachers and learners to work hard. It also act as a forum to identify issues affecting learners and communicate them to the relevant authorities such as Principal, Inspector of Education and Directors. The club also give support (school feeding) and guidance to Child Headed Families.
- **Late coming Club:** This club is focussed on controlling the late coming of both teachers and learners to school. This club is made up of parents and teachers and report to the Principal and School Board committee.
- **School Safety Club:** This club is made up of parents and focused on maintenance of the school infrastructure and properties. This club had managed to solicit funds towards erecting a new school fence.

The CRC clubs steered the implementation of Etunda CS “CRC” project.

5.2 Change Agents’ Support Visits

Several support visits were carried out by Change Agents in order to facilitate and sustain the change project in the school as indicated below:

1st visit: March 2015, was carried out by Mr. Evaristus Modestus to make a follow up on the contacted workshop and give guidance on the implementation of workshop outcome.

2nd Visit: April 2015, was done by Mr. Simeon Kavila to observe the implementation and provide assistance to the CRC clubs (Parents).

3rd Visit: July 2015, was carried out by Ms. Martha Amutenya and Simeon Kavila to observe the progress and provide further guidance to the parents.

4th Visit: September 2015, was carried out by the Country Mentor – Ms. Lena Andersson accompanied by Change Agents, Senior Education Officers, Inspector of Education and the two networking schools (Onawa SS and Onesi SS). The purpose of

the Mentor's visit was to assess CRC implementation and provide assistance to education stakeholders where necessary. In the same visit more CRC information was disseminated by the mentor.

5th Visit: January 2016, was carried out by Change Agents in order to assess the impact of CRC project implementation with reference to academic performance of learners at Etunda CS. It was established through academic result analyses that the parental involvement in the Child education had greatly improved the school academic performance from 44% (2014) to 75% (2015). See inseted school academic performance for 2015 academic year.



Mentor's Visit

SUBJECT	A	B	C	D	E	F	G	U	TOTAL	A-D %
Oshindonga	0	3	3	9	5	0	0	0	20	75.0
English	0	0	1	2	7	9	1	0	20	15.0
Mathematics	3	5	4	5	3	0	0	0	20	85.0
Agriculture	0	4	3	5	1	0	0	0	13	92.3
Accounting	0	0	3	2	2	0	0	0	7	71.4
Geography	0	4	6	8	2	0	0	0	20	90.0
Enterpreneurship	1	2	5	10	1	1	0	0	20	90.0
History	2	3	6	7	2	0	0	0	20	90.0
Life science	0	3	7	8	2	0	0	0	20	90.0
Physcal science	0	2	6	10	1	1	0	0	20	90.0

6th Visit: February 2016, was carried out by the Honourable Ester Anna Nghipondoka:- Deputy Minister of Education, Arts and Culture. The Deputy Minister; s vist was prompted by school drastic academic improvement of 2015 academic year as indicated in the table above. The Deputy Minister also wanted to establish from the project target groups (Parents, Teachers, Learners and School Management members) as to how the Change project has assisted the school to improve the academic results. She also wanted to find out as to what exactly transpired at the school and how can this project be expanded to benefit other schools in Namibia. Finnally, she gave a motivational message to all education stakeholders at gathering and encourage them to do more; so that Etunda CS can become a CRC model school.



Deputy Minister photos



Deputy Minister: Hon. Ester Anna Nghipondoka's (centre) visit to Etunda CS in February 2016

6. Conclusion

We wish to conclude that parental involvement in the child education is crucial in ensuring the child's rights through provision, protection and participation, and is proven that this will eventually enhance the child;s academic performance at school.

7. Way Forward

Since we are the last batch in the tender of the programme we are looking ahead and together with the other Namibian Change Agents, we are determined to expand and sustain CRC activities in Namibia through the following activities:

Networking

Local Network and National Network: This is one area where Change Agents would work together, strengthen communication to assist each other in ensuring successes of the existing projects within the various regions of the country through:

1. deliberating on issues affecting CRC in Namibia.
2. monitoring and evaluate completed and ongoing projects.
3. organizing CRC related events such as workshops, conferences, and competitions.

Continental Network: The Change Agents believe that it is important to always refresh their knowledge and understanding on CRC related issues. As such networking with other African Change Agents is important, hence the need to bring together all other African Change Agents. This platform will enable Namibian Change Agents to learn from the success stories of other CRC participating countries in order to improve in such areas.

International Network: CRC is a Global issue, and there are countries who have successfully implemented the concept. We therefore have a strong desire to go beyond the shores of Africa by way of bringing together Change Agents and mentors to Namibia to share experiences and their success stories.

8. List of references

- Country's State Reports
- CRC Implementation handbook
- Batch 21 participants consultations on their own Countries practices
- Results analysis and 15 Days statistics
- Parents meeting minutes
- MDGF document
- Grants and school policies
- Education Act
- The Constitution
- CRC Ratification
- State Reports'

Appendix 1

OUTCOME		Time
A holistic understanding and implementation of CRC at Etunda Combined School is created.		
1.1 OUTPUT		Time
1. Awareness of CRC is raised among the parents, teachers, learners and civic leaders at Etunda Combined School.		
1.1.a Activity	Indicator	
<p>Give feedback to the Regional Director and explain the importance of project change in CRC.</p> <p>Convene Program Quality Assurance meeting (PQA) members to introduce the pilot project and sensitize them about CRC.</p> <p>Briefing the Inspector and Etunda Combined School Principal on the CRC change project implementation plan.</p> <p>Meeting with parents, School Management (principal, Head of department, senior teachers), teachers, LRCs and Civic leaders to introduce them to the project.</p>	<p>Permission is granted to carry out the project at school.</p> <p>PQA members showed sense of understanding and support for the project</p> <p>Support given to carry out the project at school.</p> <p>Participants showed a sense of belonging and cooperation in the change project</p>	November 2014
1.2 OUTPUT		
Awareness is raised among team 21 about the current situation on parental involvement at Etunda Combined School		
1.2.a Activity		
<p>Interviewing 6 parents with more than one child at the school.</p> <p>Handing out questionnaires to 50% of parents to collect adequate data on parental involvement to prepare for the parents workshop.</p> <p>Collection of statistical data on parental participation in the child education.</p> <p>Observation of practical application of CRC at the School</p>	<p>Parents shared their experiences.</p> <p>50 % of parents responded to the questionnaire.</p> <p>The data collected is easy to access from the school.</p> <p>Team 21 is welcome to make observations.</p> <p>Availability of completed observation forms/ tools.</p>	January 2015

1.3 OUTPUT		
Parents participate in child's Education at Etunda Combined School, especially in parents initiated/ driven meetings and frequent voluntary parents School visits on academic & social progress of the child		
1.3.a Activity	Indicator	
1st workshop (to parents and other stakeholders, LRC, School management and Civic leaders) on the importance of CRC and to explain the responsibilities of parents and other stakeholders.	Workshop attendance is high. A report is to be written.	February 2015
1.3.b Activity		
2nd: Workshop for parents on implementation and establishment of School CRC clubs and associations (consist of parents, teachers and learners) to sustain the project at school.	Parents show interest, being active and participate in the workshop.	March 2015
1.4 OUTPUT		
School development plan is a joint exercise including parents.		
1.4.a Activity	Indicator	
Hold a follow up meeting on the plan of action and programs for clubs and associations.	Meeting attendance is high and parents show that they would like to take action and responsibility.	March 2015
1.4b Activity	Monitoring	
Hold monitoring & evaluation meetings on project activities focusing on parents' participation through clubs and association as per plan of action and programs.	Meeting attendance and M &E report	
1.4c Activity	Indicator	
Thanks giving ceremony (awards and prizes) for parents' participation in the child education at Etunda C. School.	Awards and prizes are appreciated by the parents.	
Identification of change agents at school level for CRC sustainability.	Identified change agents feel proud.	
Refresher workshop for the parents with the mentor to consolidate CRC activities at the school.	The mentor understands the change taken place at Etunda Combined School.	
Create networking between change agents at Regional and school level.	Network plan of action and programs (meetings, workshops) is asked for.	

Henry Ford said “Coming together is a beginning. Keeping together is progress. But working together is a success”.

CRC Activity	Target Group	Timing	Resources	Facilitation	Progress
Meeting 8H30-11H50 12H30-14H30	Inspector of Education(Onesi Circuit), School Principal, Staff members and School Board members (parents)	22 October 2014 22 October 2014	Transport	Batch 21 Batch 21 & Circuit Inspector	Done Done
Meeting 14H00	Top management (Director, Deputy Director and Chief Inspector).	28 October 2014	Transport, Computer and overhead projector	Batch 21	Done
Meeting 9H00	Regional Management Members	03 November 2014	Copies	Batch 21	Done
Meeting 9h00, 11h00 & 14h00	Councilor, Headman, and school learners	12 November 2014	Transport	Batch 21 and School Principal	Done
Meeting 10h00	Parents for Etunda School	19 January 2015	Transport	Batch 21	Done
Questionnaires & Interviews	Parents	30 January 2015	Transport	Batch 21	Done
Workshop 1	Parents	17- 19 February 2015	Transport for Facilitator, Meals for parents and stationeries.	Batch 21, Ministry of Gender representative, Councilor, and head man.	Done

Appendix 2

REGIONAL CRC PLANNING 2016 OMUSATI REGIONS



REPUBLIC OF NAMIBIA

<i>TIME</i>	<i>Etunda C School Parents workshop on the implementation & awareness of the Child Rights Convention</i>	<i>FACILITATOR</i>
17-19 Feb. 2016		
08:30- 09:20	1. National Anthem & Inspirational Song 2. Prayer	Martha Amutenya (CRC Change Agent)
9:20- 10:00	1.Welcoming & Opening Remarks 2.Introduction of the participants and presenters	Evaristus Modestus (CRC Change Agent)
10:00- 10:30	Analysis of the objectives of the CRC programme and for the workshop	Kavila Simeon (CRC Change Agent)
11:00- 13:00	Presentation on 3Ps & discussions	All Facilitators
14:30-15:00	Groups Activity: Provision	All Participants
15:00-16:00	Presentation on Child's Rights & Protection	Ministry of Gender
WEDNESDAY, 18 FEBRUARY 2015		
08:30- 9:00	Recap for Day 1	Martha Amutenya
9:00- 10:30	Discussions & Presentations on barriers to Parental involvement in Education of a Child	Parents & Facilitators
11:00- 13:00	Children's needs and how to use the support granted	Ministry of Gender
14:30-16:00	Group Activity: Protection & Participation	Kavila Simeon
THURSDAY, 19 FEBRUARY 2015		
08:30-09:00	Recap of Day 2	Martha Amutenya
08:30-10:00	Formation of CRC Clubs	Facilitators & Ministry
10:00-12:00	Summing up & way forwards	ALL

SOUTH AFRICA

South Africa has its first team in batch 3 (2005) and in total 10 teams and 30 change agents in batches 1-21 (March 2016) in the programme.



Level	Change Agents	Change Projects	Comments
National	2	0	
Region/Province/District	16	0	
Local	12	10	

Table1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

The Child Rights program has taken place in 3 of the 9 provinces in South Africa: Gauteng and KwaZulu-Natal, but first and foremost in Free State, where the teams have been composed by officials from Values in Education and principals. The implementation of CRC has focused on problems with drugs, sexual abuse, corporal punishment, infusion of CRC in school policies, orphans, child headed households and creation of child-friendly teaching and learning environment.



Area: 1, 219, 090 km²
Population: 54, 002, 000 (est. 2014)
Capital: Pretoria (admin),
 Cape Town (leg),
 Bloemfontein (judicial)
Independence: 31 May 1910
Official languages: Afrikaans,
 English, Ndebele, Pedi, Sotho,
 Swazi, Tsonga, Tswana, Venda,
 Xhosa, Zulu.

SOUTH AFRICA

Child headed families and their needs for support from school, other authorities and community

Nefthaly Maine, Sibongile Lekaota, and Elias Mohlahledi

1. Frame of Reference

The Republic of South Africa as a constitutional democracy has its constitution as the supreme law of the land (Act 108 of 1996). The constitution contains the Bill of Rights that enshrines the fundamental human rights of all the people in the country including children. Chapter 2 of Bill of Rights Section 28 acknowledges the United Nations Convention on the Rights of the Child as adopted and ratified by individual/specific member state (Resolution 44/25 of 20 November 1989). The Bill of Rights Section 29 1(a) states that “everyone has the right to basic education, including adult basic education.”



Nefthaly Maine, Sibongile Lekaota, and Elias Mohlahledi

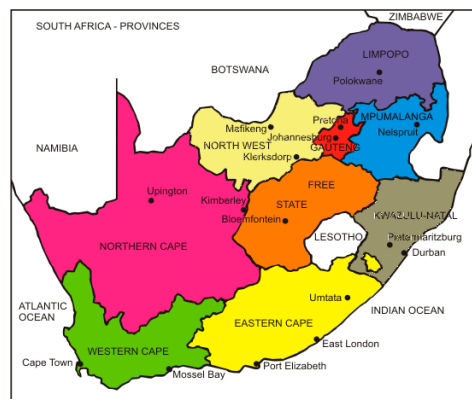


Figure 1. Map of South Africa

Child Headed Household in South Africa

There are 105 000 Child Headed Households in South Africa of which 63% of these children still have parents, 10% of these children are double orphans and 26.2% of these kids have single parents.

It is in this context that children's rights to provision, protection and participation in education are infringed and undermined in the semi urban areas of Parys and Vredefort due to poor socio economic conditions. Parents in these areas as a result of unemployment, poverty and hunger are compelled to leave their children behind and migrate to urban areas in search of work. Increasing morbidity and mortality rates among adults as a result of HIV/AIDS pandemic, poverty, violence, crime and motor vehicle accidents are the result of growing numbers of orphans and vulnerable children and child headed families.

In South Africa Child Headed Families are families where the main caregiver is younger than 18 years rather than 15. These children have to take charge of household in terms of decision making and responsibility to provide for physical, social and emotional needs of others living with him/her regardless of the relationship. In addition the definition takes account of the fact that children younger than 21 do not have the legal capacity to perform certain key act. The two focus schools, Barnard Molokoane Comprehensive School in Parys and Boiphihlelo Secondary School in Vredefort in Free State Province have a challenge of poor performance, late coming, ill-discipline and poor attendance by learners who come from child headed families. The previous training projects of Child Rights, Classroom and School Management in the province dealt with issues such as teenage pregnancy, preventing sexual abuse, improving the conditions of the orphans and enabling access to school and identity documents and all these problems are experienced by children living in Child Headed Families. Almost all challenges raised and addressed in the previous batches were dealt with in/by batch 21 as an extension to complement and enhance the good work covered by previous batches as change agents in CRC.

The UN Convention on Rights of the Child as adopted in 1989 provide a useful framework for addressing the rights of child headed household by aiming at promoting the protection of children, encouraging their participation in society especially with matters that affect them and to prevent harm being done to children as well as to provide assistance to ensure that children's basic needs are met.

The African Charter on the Rights and Welfare of the child (1990) specifically says that states shall: "Ensure that any child who is parentless or who is temporarily or permanent deprived of his/her family environment shall be provided with alternative care which could include among others, foster placement or placement in a suitable institution for the care of the children". The Social Assistance Amendment Act (Act No. 6 of 2008) addresses social security by regulating access to social grant for children living in poverty whereas the Children's Care Act (Act No. 38 of 2005), as amended by Children's Amendment Act (Act 41 of 2007), set out principles relating to the care and protection of children. The two acts will guide the stakeholders regarding issues relating to provision, protection for Vulnerable Children and Children from CHH.

In pursuit of providing education to all, children in the context of the Child Rights Convention still perform poorly because they are unsupervised at home. Their participation is not guaranteed because of non-attendance to school. Learners who are neglected and not protected through parental guidance would also come late to school. Educators have the responsibility to take care of the learners, based on the legal principle of *loco parentis* (De Waal et al 2001:151). The educators are therefore, obliged by the law to report and protect the child against any harmful activities. In the same breath the school is expected to play a role of helping child headed households in their development and must develop supportive relationship with parents and vulnerable children as well as organisations that have an interest in lives of these children. In dealing with vulnerable children the teacher must be sensitive to the diverse needs of these children and construct an appropriate learning environment, demonstrate sound knowledge of the learning area or subject and be inspirational to these children.

2. Purpose

The purpose of the project is to give learners an opportunity to be children, encourage the parents to take responsibility and care of their children by ensuring that they are always in the care of an adult in case of the working parents to learners find alternative placement for orphans living in a child headed families' set up. Ensure that the school is a safe and child friendly environment as well as mobilizing available resources to support vulnerable learners.

What should be changed?

- Parents neglecting their children by leaving them alone at home without adult supervision when they migrate to urban areas for work and some orphans are left to grow up in child headed households.
- The negative attitude of teachers and their approach towards vulnerable children at school.
- Learners living in CHH have a tendency of absenting themselves from school which result in them embarking upon activities such as drug abuse, sexual activities that lead to teenage pregnancy, and poor performance.

Desired Changes

- Improved parental involvement and protection of learners against maltreatment and exploitation and social workers will provide alternative/proper accommodation to vulnerable children and orphans living in child headed households.
- Teachers should be able to act in *loco parentis* and develop supportive relationships with parents and vulnerable children as well as organisations that have interest in the lives of these children.

- Improve performance of learners to maximum expectations by eliminating the tendencies of absenteeism, late coming, poor attendance and ill-disciplines of the learners as well as reducing teenage pregnancy and drug abuse by involving Inclusive Education, School Based Support Teams, Health workers and Police to hold workshops and awareness campaigns for the learners.

Target group and stakeholders

Our target groups are Learners (especially Child Headed Households and Vulnerable Learners), parents and educators and stakeholders are as follows:

Stakeholders	Roles
Social Workers (Department of Social Development)	To place learners, arrange for adoption arrange for them to access social grants
Police	For the learner's safety and protection
SBST & Inclusive Education	Identification, profiling of learners and provide counseling for affected learners
Health Department	Provide medical services to the learners
Home Affairs	Provide identification documents for learners I
Neighboring Schools & Department of Education	Identifying of the siblings and getting support from District Support Based Teams and Subject Advisors
OVC & Non-Governmental Organizations	To support the affected learners by providing them with basic needs
Business People	Support the needy
Committee	To coordinate the activities of the project and to ensure sustainability

Objectives

- To improve performance of the learners to maximum expectations by eliminating the tendencies of absenteeism, late coming, poor attendance and ill disciplines of the learners.
- To find placement for orphans.
- Get adequate parental involvement in the upbringing of their children.
- Protect learners from all sorts of maltreatment, sexual abuse as well as exploitation.

Baseline



Figure 2: Barnard Molokoane Secondary School

The school was established in 1991 in Tumahole, Parys, FS. Province. It is currently having 1268 learners from Grade 8 to 12. The school has 45 teaching staff members and 8 non-teaching staff members and it has never produced less than 85% pass rate of grade 12 results for the past 11 years.



Figure 3: Boiphihlelo Secondary School

The school was established in 1986 in Mokwallo Vredefort, FS. Province and it is currently having 776 learners doing Grade 8 to 12. The school has 28 teaching staff and 4 non-teaching staff and it has never produced less than 80% pass rate of grade 12 results for the past 5 years.

Number of Child Headed Families in Barnard Molokoane were 23 and in Boiphihlelo was 57 when the project started. These statistics as per our definition accounts for the 80 we had identified in the two schools. Identification analysis of need and placement of these children was done by the SBST. The school, through the SBST did not have the coordinated approach on how instruments of childcare can deal with this challenge. The schools' lists of learners did not provide a consistent profiling that relates to all the challenges that the project intended to cover.

Most of these learners if not all were either identified by chance or by accident. The suspicion was that the number might be larger than 80 but some go undetected because they did not report to the school or teachers were unable to notice them until they were on the wrong side. Teacher's attitude plays an unintended negative role as they did not question learner attendance and absenteeism. Non completion of school work, pregnancy, abuse and use of drugs were subtle indications of neglected learners that schools missed to detect and thus these learners escaped the safety net of being cared for by the school. The SBST (School Based Support Team) is made up of small number of teachers within the school and it is therefore unrealistic to expect that only SBST should deal with this problem. All the teachers must take part.

Other organisations like the department of justice, welfare, health, police, non-government organisations, faith based organisations and interest groups were only invited and not actively participating in school affairs. There was also a distance between the school and the parent body. Childcare issues were dealt with as if they were events that occur once in a while, whereas they are an integral part within the existence of a school as schools are established for children and their development.

3. Main Activities

Workshop with stakeholders

Programmes and workshop aimed at promoting the rights of the child and awareness of Child Headed Families were organized with different stakeholders. SBSTs of the neighboring schools were workshopped on how to identify and to deal with learners from Child Headed Household background. Learners participated in drafting of class rules together with their class teachers and participated in amendment of school policies and school code of conduct for 2016 and they have clearly indicated that all learners have to support vulnerable learners by ensuring that when they did not attend school those that attended must ensure that they give them information on what they are supposed

to do as well as making it their responsibility to inform the SBST if they suspect that a learner might need any kind of help.

Identification of siblings in the neighboring schools and new learners in the Barnard Molokoane and Boiphihlelo Secondary schools

The neighboring schools were made aware of the project and this promoted the involvement of the community and schools in supporting affected learners. The SBSTs of the neighboring schools have adopted the project and they have started with the identification and profiling of learners. A template for profiling the learners was developed and the same format is now used at all schools involved (attachment 1).

Every Child Is My Child Launch

The two schools held a successful launch of Every Child is My Child campaign which was blessed by the mentor. The reason for the launch was to advocate the programme to the entire school and the community whereby close to 1000 and 800 parents, teachers, learners, officials from Department of Education and sister departments, business people as well as principals and SBST from neighboring schools attended the launch respectively at Barnard Molokoane and Boiphihlelo. The officials from different departments made presentations on how each department is supporting the school regarding the CHH and Vulnerable learners. Parents and educators who have adopted the learners and those that are giving support to the learners also told the house how they are assisting these learners and challenged other parents and teachers to join them in helping the needy children. The launch resulted in more parents and teachers, learners, sister departments and NGOs committing to participate in supporting the CHH and Vulnerable learners.

Representatives from sister departments, NGOs, parents, learners, principals from neighboring schools and their SBSTs, District Based Support Team attended the launch and during the launch Me. Radebe who have adopted Toka from Boiphihlelo Secondary School shared her stories with the crowd, she indicated that adopting Toka was the best thing and that they have a healthy mother and son relationship with the boy. One educator from Barnard Molokoane, Me. Molakeng also shared her story of adopting Gibido who is a learner at Barnard Molokoane Secondary School who was staying in CHH setup. During the interview with the learner he told us that he is grateful of what Me. Molakeng is doing for him and he promised to return the favor by ensuring that he gets best academic results.

A 19 years girl from Barnard Molokoane who is having a baby and stays with her brother shared her story being the head of the family. She further told the house how the programme has benefited her and her brother. Amongst the speakers at the two events were Social Workers, Home Affairs officials, Reverent who addressed the learners and parents on the importance of taking care of the vulnerable children and ensuring that the children are always protected also the procedures to follow in order obtain birth



Figure 4: Every Child My Child Launch at Boiphihlelo Secondary School 19 October 2015. (From left to rights: N. Maine. Principal of Barnard Molokoane, S. Lekaota Official, B. Rasmusson. Mentor & E. Mohlahledi Principal of Boiphihlelo)

certificates for the children as well as the operations of Social Development in placing the vulnerable learners and providing them with social grants were highlighted. The two schools together with the stakeholders signed “- Every Child is My Child Pledge” whereby they declared that: **All children below the age of 18 shall be:**

- Protected from all forms of abuse and maltreatment
- Provided for family, society and legislative means created by the state.
- Afforded the rights to participate freely in activities that enhance his/her well-being and personal development.

4. Results

Through *Every Child is My Child Programme* the community is able to take care of the children in case of parents who are working. Educators who stay in the same vicinity as these learners monitor the learners and ensure that they attend school and get support from the teachers. Some educators are staying with the identified learners. This has improved the performance of learners in the two schools.

During the inception of the project 23 learners from Barnard Molokoane and 57 from Boiphihlelo were identified and since the learners were made aware of the project and launch 121 learners from Barnard Molokoane and 57 learners from Boiphihlelo have been identified and profiled and even though not all of them have alternative placement or adult supervision the two schools are supporting these learners according



Figure 5. Boiphihlelo SS Pledge and Figure 6. Barnard Molokoane SS Pledge

to their needs (e.g. provision of food, school uniform, extra classes and support from the fellow learners, stakeholders and educators). Social workers work with the schools to address the challenges that the learners are experiencing and some learners are adopted by the community.

Learners who come from CHH are now free to open up to the SBST and the Representatives of Council of Learners about their situation and there are willing to get any assistance from the school. SBSTs of neighboring schools have started identifying the learners in their schools and taking the approach of the two schools in addressing the issue of CHH.

Involvement of other stakeholders, sister department, Inclusive education as well as the involvement of the community has assisted in ensuring that the learners are protected. Involvement of other stake holders, sister department, Inclusive education as well as the involvement of the community has assisted in ensuring that the learners are placed and those that are still staying alone have adult supervision from the community. This has assisted the schools in curbing late coming and absenteeism.

Learners from CHH background in Barnard Molokoane SS, visit Relebohile Day Care in the morning for breakfast and after school to be assisted with homework. These learners used to depend on the meal that they get from National School Nutrition Program (NSNP) at school, meaning that they will come to school on empty stomachs and wait to eat only at 11 o'clock during break and go back home and sometimes sleep on empty stomach. With the partnership between the schools and the NGOs the learners get breakfast and supper from the center. The affected learners would be given home work at school like any other learners but sometimes it became difficult for them to solve the task as sometimes the task will require them to get information on the internet which these learners will not have access to or simply to get an adult who will sign their homework books. With the help of Relebohile day care the learners are able to utilize their facilities to do research on the Internet and the housemothers at the centers are responsible to check the learners' progress and sign for their homework books just as the parents will do.

ISIBINDI (Meaning courage in English) is a non- profit community based organisation that provides service to the needy children. The affected learners sometimes ab-

sent themselves from school when they are having their periods due to lack of sanitary towels. The organisation proved to be committed to the partnership by providing the learners with sanitary towels as well as providing home visits and counseling for vulnerable learners. During their interaction with the CHH they discovered that one of the reasons why the absent themselves from school was that they are not able to buy sanitary towels. As a result they are forced to stay home during that time as they are afraid to soil their clothing.

Educators are able to differentiate cognitive levels of our learners, and are able to identify the vulnerable children and to refer them to the SBST or Social Workers. Life Orientation educators are overall guardians for all learners but class teaches will oversee the whole process of identifying learners and ensuring that affected learners get support both internally and externally.

Majority of learners identified at Boiphihlelo SS were able to progress to the next grade. Their esteem increased and they no longer isolate themselves. Learners understand the challenges faced by learners who come from CHH setup as a result they committed to give them support by sending them information on what was done at school during their absence.

CRC activities at Barnard Molokoane has enhanced the school performance tremendously, the school has achieved 95% in grade 12 and 53% average bachelors which is quality results.

This is because targeted learners were supported in the sense that they were protected allowed to participate in matters relating to their education and provided for their needs.

The problems encountered of high rate of absenteeism and late coming were curbed due to the project because learners are always under adult supervision and teachers have a better understanding of why learners were late and absent.



Figure 7. Isibindi organisation providing sanitary towels to girls

5. Reflection

The project has benefited the schools by assisting the schools and the department to come up with the structured intervention to assist CHH and Vulnerable learners in our schools, the SBSTs used to concentrate mainly on orphans within the CHH and thought that those that still have their parents, though not staying with them, do not need attention. It is due to the project that we realize that every child has the right to protection, provision and to be treated with dignity as well as to enjoy the benefits of being a child. Before the project, schools used to deal with the matter as and when it appears, but since the project the two schools realized that there are many such cases in each school. As a consequence we started profiling the learners and attending to their challenges as individuals. Some parents and teachers in our schools used to think that the problems of our focus learners is for the SBST, but since the inception of the project all the stakeholders within the schools are willing to give support to the learners. Children in CHH and vulnerable learners were not always free to come forward and request assistance from the school. But since the project more learners are coming forward to make the schools aware of the situation and accept to be supported by the different stakeholders.

Successes: There is a changing attitude of teachers, parents and learners in the two schools regarding the CHH. The school community understands that the focus learners need support and that they should not treat them as outcasts. The focus learners are now able to discuss their frustrations with relevant stakeholders within the school and are willing to accept any kind of assistance from the school community. Orphans found alternative placement where they will be taken care of. There is great cooperation from the stakeholders and business community within the communities of the schools. Our schools are moving toward child friendly schools as teaching and learning conditions have improved, vulnerable learners are getting support from teachers, parents and fellow learners and learners are participating in the development of the school and support of focus learners.

Challenges: Some learners are shy and are not ready to come out. As a result they are not profiled and they cannot access the assistance from the schools and different stakeholders. Some parents do not agree to let their children to be under other people's supervision when they are at work due to cultural believes as well as the societal norms. The SBSTs of the neighboring schools are reluctant to attend the meetings when they are invited. Ensuring that the program is sustained in the neighboring schools due to the movement of principals because of promotion and the new principal takes time to adapt to the programmes of the school as well as monitoring of the programme by the team in the neighboring schools due to different work related challenges.

6. Way forward

First time enrolments at the two schools will be screened and if there are learners from CHH they will be profiled and referred according to their needs.

The two schools will track the siblings of their targeted learners from the neighboring schools and ensure that they also get the support. The SBSTs of the two schools together with the change agents will continue to workshop and monitor the neighboring schools in order to identify and support the vulnerable learners. This will result in the project spreading and the communities of the two schools will benefit from this project and as a result the project will be sustainable. The project of batch 21 encompasses the projects from the previous batches as a result the team will have a network meeting in order to form partnership as well as to discuss how to integrate all the projects for the sustainability of the network and the project.

Schools will ensure that more stakeholders are brought on board to ensure that the project is sustainable.

Monitoring of the project at the neighboring schools by the team should be done at least once a term to ensure sustainability and the team will ensure that the newly appointed principals in the neighboring schools will be brought on board by arranging information session on CRC by the team.

Every Child is My Child Pledge will always be part of the programmes that take place in the two schools. This will ensure that children who come from CHH are protected from any form of abuse and maltreatment, and that these children are always provided with their needs and that they are always under adult supervision when they are at home at schools.

7. References

- De Waal et al (2001:151) Perspectives in Education The Social Assistance Amendment Act (Act No. 6 of 2008)
- Children's Care Act (Act No. 38 of 2005)
- Care and Support for Vulnerable Children in Schools (Kamla-Raj 2013)
- Chapter 2 of Bill of Rights Section 28

Appendix 1

Template for profiling of learners

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ENQ: MOHLAHELI R.T.E. (MR)

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BOIPHILELO S.S

P.O. BOX 138

VREDEFORT

9595

LEARNER INFORMATION

SURNAME: _____

NAMES: _____

DATE OF BIRTH: _____

ID NR: _____

PARENTS/GUARDIAN INFORMATION

MOTHER:

SURNAME: _____

NAME: _____

OCCUPATION: _____

CONTACT NO: _____

FATHER

SURNAME: _____

NAME: _____

OCCUPATION: _____

CONTACT NO: _____

SIBLINGS INFORMATION

NAME	SCHOOL	AGE	GRADE

ANY OTHER IMPORTANT INFORMATION (MEDICAL)

TANZANIA

Tanzania had its first team in batch 1 (2003) and has in total had 13 teams and 39 change agents in batches 1-21 (March 2016) in the programme.



Level	Change Agents	Change Projects	Comments
National	17	1	
Region/Province/District	8	1	
Local	14	11	

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

Geographically the recruitment has mainly been from Coastal Region, however as time goes by people have been transferred to various places in the country. The first projects were emphasizing protection (corporal punishment) and the right to education. Later on creating a learner friendly environment and participation were areas more covered.



Area: 945,203 km²

Population: 50,757,459 (est. 2014)

Capital: Dar es Salaam/ Dodoma (leg.)

Independence: 26 April 1964

Official languages: Swahili, English

TANZANIA

Child Rights Club a means for CRC Practices in Butimba Teachers' College in Mwanza Tanzania

Augustine, Rweyemamu Kamayugi, Mokiwa Edith John, and Ngussa Neema Kusekwa

1. Introduction

The project presented here is conducted at Butimba teachers college and focused on child Rights club as a means for CRC practices at the college and in primary schools. For the sake of programmes sustainability, CRC wide spread, strengthening of CRC spirit and practices, the team started, develop and facilitate the establishment of CRC club at the college. The team empowers the CRC club members to spread knowledge, CRC spirit and practices. The college was established in 1939 and it is Government owned. The college offers three different courses in education which are Diploma in Physical Education, Diploma in Pre Primary Education, and Diploma in Primary Education with 500 teachers trainees and 40 tutors from all the courses. Every year, this college trains approximately 230 teacher candidates who will work at primary schools all over Tanzania. The club is active and its members meets on every Wednesday at 16 hours in a week, to discuss child rights issues, making club programme, designing theatre arts such as drama, songs, role play, to just mention a few in order to educate their colleagues, primary schools teachers and learners around the college and the community at large. In additional the new curriculum of teachers trainees places CRC as one of the compulsory course to be taught at the college.



A picture of some change Agents together with their Mentor Prof. Agneta during mentor visit at Butimba Teachers College

2. Frame of Reference

Tanzania ratified the UN Convention for Child Rights in 1991 and the African Charter and the Rights and Welfare of the Child in 2003. Also has put in place the Child Development Policy in 1996 (URT, 1996) and law of the child in 2009 (URT, 2009). The ratification of the convention followed by establishment of policies, legislation, services, resources and administrative reform meant to ensure that the right of the child is supported and the implementation of Child Rights Convention (CRC) are in place. Ratification of the convention and having a law is one thing but their implementation is quite another one.

Government is currently implementing major national reforms and international commitments intended for reorganizing and reinstating the economic, political and social sectors. These reforms are based on the Tanzania Development Vision 2025, the National Strategy for Growth and Reduction of Poverty II (NSGRP II – MKUKUTA II), Millennium Development Goals (MDGs) and Education for All (EFA) goals.

Moreover in 2013, the nation launched three important national strategies to spear head child rights protection in the country, these includes Child Justice, A five Year Strategy for Progressive Reform 2013-2017; Medium Term Human Rights Education Strategic Plan 2012-2016 and National Human Rights Action Plan 2012- 2017. However the Government established the Ministry of Community Development, Gender and Children (MoCDGC) in 1990 responsible for the coordination of children issues in Tanzania and Commission for Human Rights and Good Governance (CHRAGG) which was established in 2000 responsible for protection, promotion and preservation of human rights.

Among all the reforms stated above, The United Republic of Tanzania is committed to upholding the rights of children. To establish this commitment, the State has ratified key international and regional human rights treaties as well as national policies (mentioned above). To some extent the state has managed to implement article 28 and 29 of CRC. The 3 Ps (Provision, Protection and Participation) have been implemented though to some extent. Primary education is free for all, secondary education is mostly free and parents have to pay 10 USD as a school fee. Secondary education is not yet provided free for all only about 50% of those who complete primary education join secondary education. However the newly launched educational policy makes basic education up to Ordinary Secondary School compulsory to all children and will be free for all (URT, 2014).

In the year (2015) the Government through Ministry of Education and Vocational Training reviewed curriculum and accommodate CR in teachers' curriculum particularly early childhood curriculum although most of the tutor were not aware on CRC issues.

However there are still a lot of challenges to ensure respect of views of children are observed by parents/guardians/teachers. Most of schools in Tanzania do not encourage the participation of children on decision-making and also there are misinterpretation of rights and responsibilities of a child and Corporal punishment is still practiced.

There were several CRC programs that were introduced by different change agents but currently child rights program in colleges and schools need to be recognized in a sustainable way. Therefore, this project was conducted at Butimba Teachers' College because Teachers Training College is one of the institutions where educational objectives for primary and secondary school are met and it is based on insuring 3P to child are realized and practiced. The project also based on the recommendation done by batch 17 which suggest that:-

College tutors should be trained on child rights for better integration of 3Ps and to introduce child rights clubs in schools and colleges

2.1 CRC Articles Focused in this Project includes;

2.1.1 CRC article 12 Respect for the views of the child

State parties shall assure to the child who is capable of forming child 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.

...legal frameworks alone, although essential, will not achieve the necessary changes in attitudes and practice within families, schools or communities. So it has encouraged a variety of other strategies for implementation of article 12, including in par-

ticular education (proposing as a key strategy the incorporation of the Convention within the school curriculum) and information programmers, and systematic training of all those working with and for children (UNICEF 2007)

From the above recommendations, it is a time for educational institutions to promote the child's participation in holistic manner. Hence this project is the means of implementation of CRC at and through Teachers Training College.

Article 19 Child right to protection from all forms of violence:

State parties shall take all appropriate legislative, administration, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment, or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any person who has the care of the child.

Since the college offers both in service and pre service programs (from Pre Primary to Secondary schools) it is obviously that the project provides multiple effects on implementation of CRC at and through teachers Training College then total abolition of corporal punishment at both colleges and schools at national level.

3. Purpose of the Project

Purpose of this project is to ensure that norms are changed from tutors/teachers as a source of rules and regulations to be interactive, as well as top down communication to be interactive and lastly corporal punishment to be completely abolished in primary and secondary schools.

Moreover for sustainability purposes the team established CRC club as a means of bringing teacher trainees together and discussing the issue of child rights. It is where they can take an active role and with a view of strengthening child participation at their schools when being employed. This also enables us to create local change agents from the grassroots which is from village level to national level.

3.1. Networking/ Stakeholders

Networking and stakeholders at different levels is important in terms of implementing the CRC in our country. Networking helps us as CRC change agents on sharing information on the basic practices concerning CRC with all stakeholders, sharing challenges and seek alternatives on our project, sharing available human and material resources in our project and CRC at large, guided us during all courses of our program and mostly they provide us resources and materials such as flip charts, marker pens and projectors. Moreover the network provided us seventy copies of Tanzanian child's law 2009 from Department of social work in Mwanza City and distributed all to members of the CRC club at Butimba TC.

3.2. Target groups/ Participants

Target group in this project were:-

- College Management
- Tutors
- Teacher trainees

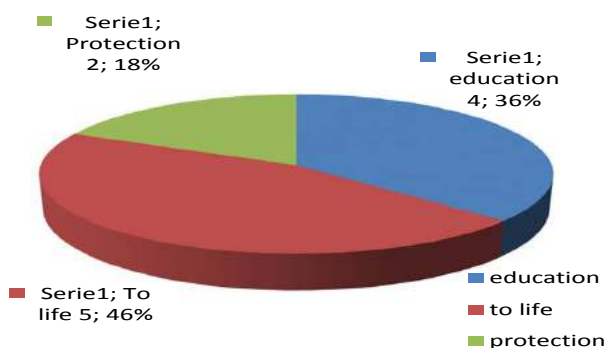
4. Methodology (Activities)

The project employed convenient sampling to capture ten (15) informants tutors who were available at Butimba T C. Cohen, etal (2005) argue that, convenience sampling or as it is sometimes called accidental or opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained. The researcher employed this in order to capture those tutors who were available because many of them were involved in different national programs.

Semi structured interview was also used to collect information from College management. It was as well used to establish rapport so as to get in-depth information as they were believed to be key informants and also an opportunity to give elaborations for responses that needed more explanations. Therefore the team used it to collect information from principal, dean of students, registrar and vice principal. The major focus was to investigate their knowledge on the child's right implementation in Tanzania. Moreover, questionnaires were used to collect information from tutors.

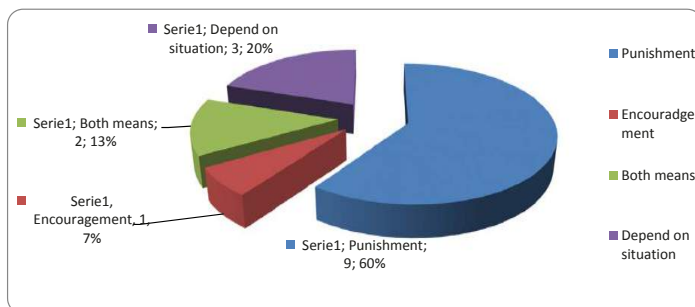
4.1 Results from Baseline Study

Most of the tutors were able to define the concept of the child in relation to the age. Few of them were able to go beyond the age and associate the concept with any one who is dependant to his /her parents or gardians, who need assistance and guidance from adults. Tutors did not mention pillars of child's rights contained in the child Rights Convention, they were not aware on that. Most of them mentioned different rights of the child such as right to live, protection and education as the diagram shows below.



The team also wanted to know means used to improve learners' behaviour. The results showed that out of 15 tutors, 9 indicated punishment, 1 indicated encouragement, 2 indicated both means and 3 indicated that it depend on the situation.

4.2 Ways used to improve learners' behaviour

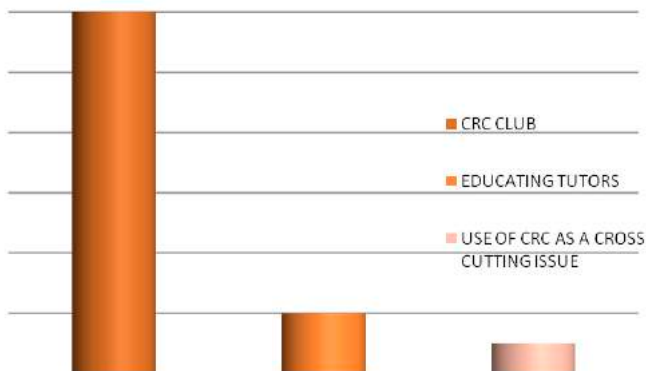


This means that the punishment is the most used instrument in behaviour modification in Tanzania (refer to the diagram above).

4.3 Improvement of Child Rights (CR) climate in the college

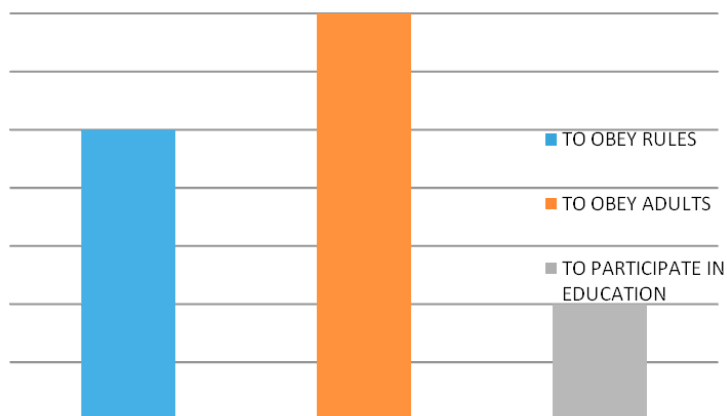
The team explored the suggestions from tutors on how to improve CR climate at the college. It was surprising that most of them were talking about introducing CR club. This was surprising because it was the main target of the team to introduce CR club at Butimba Teachers' College. This response energized the team and impressed them to see that they were in a best track concerning their project of *Child Rights Club a means for CRC Practices in Butimba Teachers' College in Mwanza TANZANIA*

The figure below shows the magnitude of the responses



4.4 Child responsibilities and participation in decision making

The issue of child was also studied in baseline, fourteen (14) tutors indicated some of child's responsibilities as to obey rules, to obey adults, to participate in education one tutor did not respond such question as the figure below indicates.



The results above indicates that the child is still passives respient of rule which is not true. They can participate in decision making and also in assiting their parents in economic issues.

5. Results

The result of this project is discussed in accordance with the following output after conducting baseline study:-

- College management and tutors awareness on CRC.
- Teacher trainees practices CRC on their daily activities in Butimba teachers College.
- Structure of decision making in college.

5.1 College Management and Tutors Awareness on CRC

An awareness meeting was conducted by the members of the Tanzanian team using the focused group discussion. The team conducted awareness meeting by including together principal, two vice principal, dean of students, academic and registrar. Luckily, the principal is among CRC change agents from batch 12. He knows a lot about CRC practice in schools. During that meeting The Principal insisted on helping children to learn and build inclusive learning friendly environment.

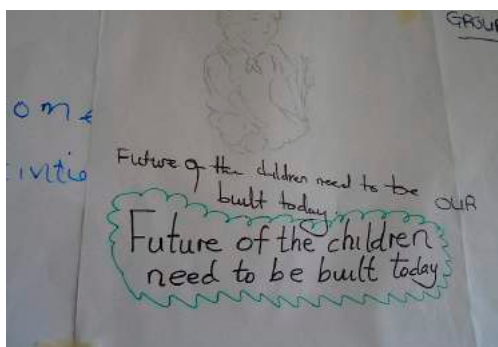
5.1.1 Teacher trainees practices CRC on their daily activities

First the team conducted awareness seminars to teacher trainees on CRC, then after the CRC Club was established. During establishment of CRC club process, club leaders were selected under the supervision of the team members and the school management. The club members select chairperson, assistant chairperson, secretary and assistant secretary.

Rules and regulation were formulated which include:-

- Participation in discussion
- Time management
- Discipline

The establishment of the CRC club was a starter for college management, tutors and teacher trainees on child rights awareness. Since members of the team introduced the concept of child and child rights and the position of each member at college, it provided the basic knowledge of which it resulted to students arranging for the meeting and time. The meeting time is every Wednesday from 4 pm to 6.00 pm and sometimes during weekends.



The College garden

One of the discussion during CR training and One constructive idea from the teacher trainee

The effect of CRC club was evident by change in behaviour and attitude among students because they implemented **participation** by discussing several ideas that were of concern in their college environment. The interesting part of the results showed that they were able to consider the college environment and how best it can help them learn. One of the evidenced of the 3 Ps is **Participation**. Participation in cleanness, planting trees, flowers and to rehabilitate the road so as to create inclusive environment for all students. The introduction of college vegetable garden was also good thing to appreciate. The college management encouraged the students to manage that garden in order to subsidize their food. All vegetables are used for teacher trainees' meal.

5.1.2 Structure of Decision Making in College

During awareness meeting, it was observed that there is an interactive decision making between tutors, teachers and college management. But the team member wanted to explore more on the extent of participation in decision making particularly for student teachers. By using college management committee framework, the team members realize that in some committees there are teacher trainee representatives, these includes projects, health, environment but not in discipline, academic. The college principal promised to make changes so that in every committee students must be represented. He argued:

...You know it was very shame when I took over in this position, all committee were occupied by tutors who decided on behalf of teacher trainees but I started to make changes. I promise to make good representative of students in decision making as you see in this documents.

This gives the team members high expectation from principal and college management commitment concerning the CRC practice at Butimba T C.

6. Discussions and Reflections

The introduction of CRC CLUB was positively accepted by the tutors, students and college management. This meant that the process of participation in accordance to the 3P's of CRC was not a new phenomenon to the college management but new for tutors and students and it was expected that later on it will have a big impact in college development.

Teacher trainees were very happy and participated fully in CRC club but tutors participation were limited due to their duties and responsibilities. This implies that we have a long way to go to make them full participate and to give them role to play in implementing CRC.



Team Member and teacher Trainees during awareness meeting

The team also realized that to facilitate changes in child rights programmes requires dedication, team work, patience, sacrifices of both time and resources and experiences, involvement of other stakeholders in the field and tolerance.

The team members conduct awareness seminar to tutors on the importance of child rights and CRC club at the college, the need to support the leaders and members of the CRC club and also encourage them by discussing and solving the issues that will be raised politely, instead of keeping a distance and scaring them. For example, the use of corporal punishment by teachers, other means could be discussed and also addresses some of the problems these students get themselves in. This will reduce the social gap between teachers and students, and can bring the best means for participation of students.

Moreover, it was observed that teacher trainees had the ability to implement CRC at college and schools despite the fact that they were not sure of the right things to do.

Therefore it is so important for tutors to guide them and assist them on how to do the right things for the best interest of the learners and also they should not be undermined. They had unseen powers and talents which need to be brought up by authorities and elders. It is possible let us play our part.

After evaluation progressive workshop in Indonesia, the team members decided that, the project should be expanded to primary school teachers and quality assurance department for the purpose of its sustainability, wide spread, practices and integrating the new teachers from college with the existing teachers in schools so as they can work together. Also quality assurer, to assist teachers and the community at large on the practice of CRC. Were as a total of 87 Primary school teachers were trained on the 3P's. Fifty-two (52) teachers from Iseni primary school A and B, and thirty-five (35) teachers from Mkuyuni A, B, and C were trained. Again awareness seminar was conducted to 21 quality assure from Lake Zone were trained on Childs rights. From these training the following were achieved;

- a. Pupils were now involved in making school law in Iseni B, cleanliness, and sports.
- b. Road safety was now practiced in both schools Mkuyuni and Iseni.
- c. Good rapport, love and care were more increased especially at Mkuyuni primary school.
- d. School Baraza (Council) were formed to specifically deal with Childs rights issue were this Baraza will be reporting to teachers about vulnerable pupils.



Above a change agent in front together with teachers in a group photo after CRC seminar at Mkuyuni primary school.



Group photo of Teachers after Training at Iseni primary school.

7. Conclusion and Way Forward

The team felt that all the three projects targeted objectives have been achieved.

- College management and tutors awareness on CRC has increased
- Teacher trainees' practices CRC on their daily activities in Butimba teachers' College is now participatory.
- Structure of decision making in college is also Participatory and involving.
- The results of the study realized that students are eager to participate (from passive to active participants) in airing their views, concerns and suggestions. It was also realized that students had the ability participate, so they should not be undermined as they have hidden talents which need to be brought out.
- On the other hand, the team will continue with monitoring and evaluation of the project at Butimba Teachers college as well as the two primary school Mkuyuni and Iseni

7.1 Way Forward

Despite, challenge such as time and fund to facilitate the meetings and CRC awareness seminar.

Tanzanian team will continue working hand in hand with the college and other change agents in conducting awareness meeting with all members at Butimba T C and monitoring the progress of CRC club and making active communication through face book account (**child rights & ILFE Club**) which is already established and make the college own the project.

The team will continue implementing the remaining activities in the area (Butimba teachers college, Mkuyuni and Iseni Primary schools), working with the teachers' trainees in order to make their club functioning accordingly. We need to keep in our mind that:

”Changes is inevitable, it takes time and it begins with us”.

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Appendix

APPENDIX A

INTERVIEW GUIDE QUESTIONS FOR COLLEGE MANAGEMENT

1. Who is a child
2. What do you understand about child rights
3. What is your perception concerning the use of punishment in schools
4. Participation is very important in developing individuals' awareness. How do you involve your teacher trainees in decision-making?
5. Do you know any institution which protects child's rights
6. In your views, what to do in order to implement CRC in your college

APPENDIX B

TUTORS' QUESTIONNAIRE

Dear Tutors, this questionnaire is intended to assess the IMPLEMENTATION OF Child Rights (CR) in Tanzania. We are interested in finding out about your knowledge on child rights conversion implementation. We would like to know your views concerning child rights. Your cooperation is highly needed. The information you contribute will be treated confidential and for this reason, I ask you **NOT** to write **NEITHER** your name **NOR** your department.

Respond to each question by using (√) in the appropriate box. Use the space provided for the questions that need a longer response in writing.

1. What do you understand the term "child's rights"?
2. Do you know that the Childs right in Tanzania is legally Operating?
Yes () No ()
If Yes, How.....
3. Do you know any of the Childs rights?
Yes () No ()
If Yes mention three of them;
a).....
b).....
c).....
4. Do you think that children have rights that should be protected?
Yes () No ()
5. Mention three pillars of child rights contained in child rights international conversion
a. _____
b. _____
c.
6. Do you know any of the institution that protects child's rights in Tanzania?
Yes () No ()
If Yes, mention some of them:
a. _____
b. _____
c. _____
7. Is there any law for child's rights protection in Tanzania?
Yes () No () I don't know ()
If Yes, which one
.....

8. Do you help your learners to understand their child's rights?
Yes () No ()
9. Do you help your learners to understand that their rights are legitimate and nobody can violate them?
Yes () No ()
If Yes, how
10. Do you discuss with your learners when their child's rights are violated?
Yes () No ()
If yes, How.....
11. Do you think that the rights of your learners are respected at the college?
Yes () No ()
If yes, how?
If No, what is the reason?
12. Who loses when the rights of learners are not respected?
.....
.....
13. Do you think Child rights should be taught at your colleges?
Yes () No ()
14. Have you heard of any activity organized by the learners at your college?
Yes () No ()
If Yes, which are those?
15. Have you participated in any of these activities?
Yes () No ()
If Yes, How?
16. What can be done to improve the child's rights implementation at your college?
.....
.....
.....
17. In what ways can you personally contribute to the improvement of child's rights implementation at your college?
18. What can you state about the college concerning CR Implementation:
 - a) Very good ()
 - b) Good ()
 - c) Poor ()
 - d) I don't know ()
19. Choose the appropriate sentences with regard to your college
 - a) Tutors have a good mastery of their subject ()
 - b) Extracurricular activities are organized ()
 - c) Teachers share concerns with the student ()
 - d) Main teacher regularly communicates with student ()

- e) There is tutor student interaction ()
- f) There is student tutor interaction ()
20. Mention three responsibilities of the child.
- a) _____
- b) _____
- c) _____
21. How do you improve the student's behaviour at your college?
- Mainly through punishment ()
- Mainly through encouragement ()
- Both ()
- Depends on the situation ()
22. Do you allow your learners to participate in the decision making at the college?
- Yes () No () depends ()

THANK YOU!

VIET NAM

Viet Nam had its first team in batch 2 (2004) and total 13 teams and 38 change agents in batches 1-21 (March 2016) in the programme.



Level	Change Agents	Change Projects	Comments
National	3	0	
Region/Province/District	17	0	
Local	18	13	

Table 1. Change Agents' professional position and the team's Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level. Change Agents = those who have fulfilled the program and received their final Diploma.

The Child Rights Program is focusing the two big cities Hanoi and Ho Chi Minh City. The implementation of CRC in education, learning and teaching has been dominated by participants – or change agents – from *local schools (principals and teachers) and teacher trainers at the district level*. The change projects are often directed against *participation* in decision-making processes by students in primary and secondary schools.



Area: 331,210 km²

Population: 93,421,835 (est. 2014)

Capital: Hanoi

Independence: 2 September 1945

(Reunification of North and South Viet Nam) 2 July 1976

Official language: Viet Nameese

VIET NAM

Improving student – teacher communication and feedback through promoting students’ and teachers’ participation in classroom and school activities

Le Thi Thu Hang, Mau Thi Lan Phuong, and Do Danh Bich.

1. Introduction

Even though Viet Nam is a developing country, it was the first country in Asia and second in the world to ratify the United Nations Convention on the Rights of the Child on 20th February 1990. In addition to the law on Children’s Rights, their rights in education have been stated in school charters (see References) issued by the Ministry of Education and Training, such as:

Article 17: Classes, student groups, grades, satellite schools

1. Students are organised in classes. Each class has a class president, one or two vice-presidents elected by students or designated alternatively by homeroom teacher during the academic year. Each class must not exceed 35 students.
2. Each class is divided into groups of students. Each group has its head and deputy head students elected by group members or designated alternatively by form teacher during the academic year.
3. Classes which possess the same academic level are organized into grades to coordinate joint activities.
4. Depending on local conditions, primary schools may have additional satellite schoolsatellite schools in different areas to facilitate students’ convenience of going to school. Principals assign one vice-principal or form teacher to be in charge of the satellite school.

Article 42: Students' Rights

1. Students have the right to enroll in a school, class or other educational institutes providing primary education program at residential areas; or to choose any school outside residential areas if it is capable of receipt.
2. Students have the right for grade skipping and repetition; and confirmation upon their completion of primary program.
3. Students have the rights for protection, care, respect and equal treatment; are guaranteed provision of time, facilities, sanitation, and security for learning and training.
4. Students have the right to participate in activities that help develop their talents; to receive care and inclusive education (for students with disabilities) as promulgated.
5. Scholarship and social policy beneficiaries as promulgated.
6. Students reserve other rights as promulgated by law.

However, these rights have not been fully realized in reality.

2. Frame of Reference

Viet Nam has been participating in the International Training Program on Child Rights (CR), Classroom and School Management since 2004. In Viet Nam, there are now 38 Change Agents - 16 in Hanoi, 20 in Ho Chi Minh City, and 3 in Buon Ma Thuot, representing local, regional and national levels. Since then, 13 change projects have been conducted throughout the country, focusing on different aspects of CRC.

In the last few years, even though bearing many challenges, Viet Nam has made progress in eco-social development and political security maintenance. Particularly, Viet Namese regulations have changed positively in the light of establishing legal boundaries so as to ensure as much effectiveness as possible for the implementation of international commitments on human right. Viet Nam, as the first Asian country and the second country of the world, has signed and adopted Convention on the Rights of the Child which came into force in the early 1990s.

Viet Nam has adopted Law on taking care, educating and protecting children; Law on gender equality, Law on providing primary education for all children. In addition, Prime Minister approved in a decision dated 31st May 1999, a Planning Act on the protection of the children and those children in especially difficult circumstances. The implementation of the Rights of the Child is a process of coordinating multiple activities of intervention and support, and everyone including children has the responsibility to assist the State to implement and monitor the implementation process of the Convention on the Rights of the Child.

Viet Nam has put forth a number of decrees, decisions, organized many programs and projects to realize the children's rights with the aim for the best interest for children

such as Government Decree No. 36/2005/ND - CP dated 17 March 2005 detailing the implementation of a number of articles of the Law on Protection, Care and Education of Children.

While the government of Viet Nam is very committed to delivering universal basic education for all children of primary age, there remain great challenges to ensuring that all children receive a good quality education. Currently, Viet Nam Ministry of Education and Training (MOET) is promoting Innovations in Viet Nam Education which better reflect child rights principles, especially in enhancing students' participation in the learning process.

Nguyen Tat Thanh lower and upper secondary school (NTT) was founded on July 4th 1998 as a practice school under direct management of Hanoi National University of Education (HNUE) and Hanoi Department of Education and Training (DOET). The school is located in Xuan Thuy Street, Cau Giay district, Hanoi. There are 172 teachers and staff, 2262 students from 11 to 18 year old and 52 classes from 6th grade to 12th grade.

In recent years, students of NTT have been encouraged to participate in classroom and school activities. However, the students only participated to implement the activities which had been planned and designed by teachers. Furthermore, their participation in giving feedback to teacher in improving teaching and learning quality was ineffective. That is why our team wants to do this project on participation and communication between students and teachers. This project is related to the article 12 and 13 of CRC.

3. Purpose

To enhance the communication between students (grade 6 – lower secondary) and teachers at Nguyen Tat Thanh lower and upper secondary school through promoting active participation of students in classroom and school activities.

4. Methodology (Activities)

The methodology and activities are based on the child-right based and participatory approach, as a way to involve teachers and students who will apply the knowledge learned from workshops into their classrooms.

5. Results

5.1 Obtaining the approval of school's principal

After returning from Sweden, members of our group had discussions about the project plan. Each member reported the training course in Sweden. Representative of the

Ministry of Education and Training - Ms Le Thi Thu Hang has worked with the principal of Nguyen Tat Thanh junior high school and high school - Ms Nguyen Thi Thu Anh about the implementation of the project “Improving student-teacher communication and feedback through promoting students’ and teachers’ participation in classroom and school activities” at school.

5.2 Training for teachers about children’s rights and implementation in school

Right after the training from Sweden, the CRC team conducted a one-day training for 15 teachers at NTT School on CR and how to apply CR in school context. Through inspirational presentation delivered by Ms. Hang from MOET and intriguing questions and activities conducted by Ms. Phuong from Save the Children, teachers gained more in-depth understanding about CR, how it was implemented in Sweden, how it benefitted children and teachers, why it was necessary to apply CR at schools, and how CR could be integrated into classroom and school activities at NTT.

5.3 Training on “Applying some modern teaching techniques towards students’ capacity development” for teachers (November 2014)

In order to develop teachers’ capacity, Nguyen Tat Thanh School collaborated with experts from Hanoi National University of Education to train teachers with modern teaching techniques to maximize the capacity of students along with encouraging their involvements in learning process during class. 40 participants attended a two-day training organized by Doctor Nguyen Manh Huong (History lecturer from Hanoi National University of Education) in November 2014. After the training course, the majority of teachers have mastered teaching techniques in order to promote students activities and initiatives.

5.4 Training for teachers on “Understanding students - the correlation between students’ development and surrounding environment” (January 2015)

25 teachers including subject teachers and homeroom teachers attended a full day training on “Understanding students – the correlation between students’ development and the surrounding environment”. During the training, teachers were introduced on some theories about the development of children, including ecological systems theory developed by Urie *Bronfenbrenner*, Erik Erikson’s stages of psychosocial development, and Lawrence Kohlberg’s stages of moral development. Through these theories, teachers would be able to understand various factors which influence the development of students’ physiology and morality, majority of which are school, friends and teachers. Teachers also learned how to create a healthy learning environment, provide love and

conditions for a good life of children, and establish good interaction between the family and school to provide children with a favorable environment for development.

One of the key activities conducted in this training was teachers' revelations about advantages and difficulties during the teaching along with communication and feedback process from students. Teachers were organized into groups to share advantages and difficulties when educating students at Nguyen Tat Thanh School, then shared them along with solutions. Via this activity, teachers understood that educating students was a challenging process in which the communication, feedback between teachers and students were crucial.

Each student is like an apple was a glittering star. The star is sometimes not visible, it is hidden away by the crust and thick flesh"

5.5 Organising the programme “Active Citizens” for students (from March 2015)

In order to improve students' abilities to participate in class, school and social activities, NTT collaborated with the British Council in Viet Nam and Centre of Sustainable Development to organize a program entitled “Active Citizens”. A 3-day program was carried out for 30 students with the objective to enhance students' self-awareness and self-discovery abilities, especially on how to engage into social activities. The program helped increase the awareness and responsibility of students about society and community problems in order to encourage them to become active citizens. After the training, students proactively constructed mini community-projects to aid the school and surrounding community.

5.6 Teachers' implementation of knowledge from the trainings into teaching (from February 2015)

After participating in various training sessions on children's rights and active teaching methods, many teachers started to adapt the obtained knowledge and skills into their class. CRC team discussed with teachers on how to design the feedback form for students to reflect the teaching and learning process (Appendix). The first piloting round was conducted with two 6th grade teachers (Physics and English) and four 6th grade classes during the second term of 2014-2015 schoolyear. The CRC team worked together to design the feedback form for 6th grade students based on the learning experience from Sweden and the feedback forms used by *Spyken* secondary school. Ms. Do Danh Bich, the vice principal, proactively worked together with 2 teachers to introduce the purpose of feedback and using feedback forms with the students.

The students were very happy for having the right to give feedback on their learning process and speak out their expectations on teachers' teaching methodologies as well as their responsibilities in order to improve the learning effectiveness. Teachers also found

the students' feedback very helpful for them in understanding students' needs and expectations and how to improve their teaching.

During the first piloting round of applying students' feedback, the project team learned some lessons for improvement in the second round. When a student of one 6th grade wrote on his feedback that the English teacher should be stricter because students were noisy in her class, other students objected to him. To prevent this situation, the CRC team discussed with teachers to ensure confidentiality of the students' feedback and asked the homeroom teachers to provide thorough explanations to their students on the objectives of giving feedback, which aimed at enhancing teaching and learning efficiency. Home room teachers would also directly give and collect the feedback forms from their students.

After the progress workshop in Indonesia, the project team continued to implement the second piloting round of applying students' feedback. Further trainings on roles and purposes of students' feedback were organized for teachers (i.e. How students can proactively participate in teaching and learning process? How can teachers measure the teaching and learning effectiveness of individual students in their classroom? How do teachers understand the expectations and needs of each student in their subject? Which information can help teachers adjust their teaching and communication methods with their students to enhance teaching and learning quality?). After the training, subject teachers worked together to adjust the feedback questions and design suitable with their subject. Nine subject teachers participated in the second piloting round starting in November 2015, including Math, Physics, Biology, Literature, and English teachers. Through students' feedback, teachers collected many helpful information through which they understood better their students' needs and expectations so as to adjust their teaching and interaction methods for better teaching and learning quality. By using the feedback forms, teachers continuously improved the questions and design in order to collect information suitable with their subjects and differentiate their teaching methods.

5.7 Exchange program with Spyken secondary school

Given the support and recommendations from Professor Per Wickenberg and restless efforts from CRC team and Ms. Thu Anh – NTT principal, an exchange program between NTT and *Spyken* secondary school has started with a visit of *Spyken's* headmaster and four vice principals from 20-25 February 2016. During the visit, two schools had in-depth discussion on active citizen program, students' participation in such school activities as students' clubs and groups, students' feedback and management approach of school managers, and the relationship between NTT and Hanoi Education University. *Spyken* delegation had opportunities to interact with NTT school managers, teachers and students during their visit. NTT students representing different clubs (i.e. E4E – English for everyone, EOC – event organizing club, YRC – Youth reporter club, Science Passion Club, Green Environment Club, Making Colors Club) proudly introduced about their clubs and confidently performed songs and other works in front

of *Spyken* audiences. *Spyken* delegation also discussed and shared experience with the students on club activities with the students.

The Deputy Head of Secondary Education Department, MOET attended the meeting between two schools and encouraged the partnership between two schools in exchanging activities to enhance students' participation in the learning process. He also emphasized that as a practice school, NTT had opportunities to pilot new approaches and programs for Hanoi University of Education and the MOET.

Two principals and deputy principals discussed to develop some exchanging future projects, including Active Citizens and Global Understanding projects. Through these projects, teachers and students from two schools will have opportunities to exchange experience from each other. Under Active Citizens project, students from two schools will cooperate with each other in developing environmental protection campaigns and promoting researches on environment-friendly products. Under Global Understanding project, students from two schools will learn about culture and people from different regions in the world and experienced activities to learn more about their surrounding world together. In addition, teachers and students from two schools will also raise charity funds to support poor students in the remote areas.

6. Discussion and Reflection

During the first stage of the project, Ms. Thu Anh, the principal, only played the role of a supporter of the project. But with more in-depth involvement in the project implementation, she understood better about the project's benefits to her school, especially to her students, *she has proactively been a strong change agent herself*. Now she has been playing a key role in the change project together with CRC team and actively enhanced the collaboration with *Spyken* secondary school from Sweden to enable future cooperative projects between students and teachers from both schools.

Due to the fact that Nguyen Tat Thanh School is a practical school operating under the authorisation of the Hanoi National University of Education therefore in addition to the support from the Ministry of Education and Training, the implementations of projects at the school also received great support from professionals, lecturers who are working at different faculties of the university.

Teachers and students who participated in activities were very positive and willing to improve children's rights in the class and school. The feedback between teachers and students need to be extended for all teachers in the class hence students will have more realistic and practical feedback to improve the teaching - learning process.

Challenges

Resistance to change: Some teachers hesitate to empower students to practice their rights, especially participation, when students are given too much power and rights without being fully aware of their responsibilities. Others find it hard to accept the students' points of view related to their own teaching methodology.

Lack of recognition from education administrators at central level on CR projects: 38 change agents all over the country have implemented various successful projects on integrating CR into the education system. However, there have been no advocacy attempts conducted to introduce the fruitful results to the Ministry of Education and Training. This also poses challenges over the dissemination of project outcomes in localities and nationwide.

Ineffective national networking: CR national network has yet a clear organization and structure with assigned roles and responsibilities of each change agent. Additionally, there have been no specific working agenda developed for CR network, spreading from the North to the South. As a matter of fact, geographical proximity remains an obstacle for organizing national network meeting.

7. Way Forward

CRC team will continue to replicate and introduce the feedback process between teachers and students in NTT schools and searched for opportunities to disseminate this model in other schools. Constructive feedback enables each teacher and student to adjust and improve the quality of the teaching - learning process.

CRC team together with NTT school managers will continue to enhance the partnership between their school and *Spyken* in their future projects. This is the best way for a Viet Nameese school to learn and adapt advanced approaches and best practices from Swedish school to promote CR in general and children's participation at classroom and school activities. The collaborative projects between two schools are one of the key factors to sustain the project results.

During the dissemination workshop in Cambodia, Ms. Mau Phuong actively worked with other change agents in Ho Chi Minh City on the sustainability of CRC projects throughout Viet Nam. We learned that in order to put the project into action to achieve the goal, it is not the work of any individual but the whole community "School-Family-Society". This requires collaboration and commitment of not only individual change agents but also social organizations such as international and domestic NGOs, MOET, DOETs, BOETs, etc. A national conference on CR capitalizing all experiences and successes from 13 change projects hosted by MOET needs to be held as a follow-up activity of Impact seminar 3. This conference should attract participation from MOET, DOETs, BOETs, CSO, NGOs, etc. The objective of the conference is to demonstrate the status and outcomes of 13 change projects, arousing the involvement and commitment of MOET for future implementation of CR across the country. Another point is how to train teachers and education managers of all levels to ensure

continuous application of CR from primary to secondary schools throughout the country. In order to make it happen, there is a real need to develop a training manual on CR capitalizing all successful models of CR projects to be used at national training program for all teachers. At teacher training colleges, a handbook on CR application should be designed to serve as a guideline for the future teachers. Last but not least, an important factor for sustainability is the involvement and commitment of the MOET in creating a systematic mechanism for applying CR in Viet Namese schools. In other words, CR need to be directed by MOET and specialized in the school missions.

Networking

A CR centre should be established with clear structure, working agenda, assigned roles and responsibilities so as to plan, implement, follow up, monitor, and evaluate CR practices nationwide. This CR centre will be responsible for operating online and of-line networking activities on CR. CR membership must be expanded beyond CR change agents to involve people from various agencies and organizations.

8. List of References

1. The Convention on the Rights of the Child, the National Political Publishing House, 1997.
2. Save the Children, training material on "the Convention on the Rights of the Child", the National Political Publishing House, 1999.
3. High school charters, Ministry of Education and Training.

Appendix

Half-term Feedback Form

Subject: Physics

Class:

Please tick each answer for the questions about the level of quality for the subject following the below form. You do not have to write your name.

	Not good	Below average	Average	Above average	Very good
	1	2	3	4	5
The teacher dedicated for the preparation of the lesson (Experiments, Illustrations,)					
The teaching objects are clear					
The teacher's explanations are clear and easy to understand					
I can understand the content of each lesson					
I can do my homework					
Homework is enough for exams preparations					
The tests (15 minutes, 45 minutes, half-term, end-term) are at appropriate level compared with the homework					
My exam marks are what I expected					
Teacher is dedicated to the teaching					
Teacher cares about the improvements of students					
Teacher treats students equally					
I feel excited about the subject					

Should the teacher continue his/her current teaching method? Why?

.....

How can teacher change his/her teaching method to help you improve your study experience?

.....

What change do you need for self-improvement?

.....

Thank you!

ZAMBIA

Zambia had its first team in batch 1 (2003) and in total 13 teams and 40 change agents in batches 1-21 (March 2016) in the programme.



Level	Change Agents	Change Projects	Comments
National	6	0	
Region/Province/District	18	1	
Local	16	12	

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

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



Area: 752,618 km²

Population: 15, 023, 315

(est. July 2014)

Capital: Lusaka

Independence: 24 October 1964

Official Language: English

ZAMBIA

Training of Head teachers and Teachers in practising Child Rights in three Districts of Lukasa Province

Levy Natala Matongo, Ing'utu Akushanga, and Harriet Mutale

1. Frame of Reference

It has been accepted by almost all countries in the world that children have rights. In addition, there are some contextual commonalities of what these rights are. This status quo has been made possible by efforts of the United Nations who formulated the Convention on the Rights of the Child (CRC) and related articles, signed and ratified by Member States. What is crucial now is the implementation part of it which is expected to bring forth positive outcomes and impact to attest that there is a true spirit of CRC. The Convention dates back to 1989, now twenty-five years ago (20th November, 1989) when the treaty was adopted by the United Nations General Assembly. The pressing question to be answered is a reflection on what has been achieved since the CRC ratification and adoption.

Zambia like other Member States of the United Nations has made strides towards the realisation of the CRC. To get a broader view about the successes and challenges on CRC realisation, with regard to three pillars of ***Provision, Protection and Participation***, the project sought to review some of the overarching issues which contributed towards CRC progress. The following were considered in the project:

- i. Legal provisions
- ii. Existence of institutional structures/organisations
- iii. Programmes and initiatives and
- iv. Advanced Training programme in CRC

i. Legal provisions

The Zambian constitution which was enacted in 1996 guaranteed rights to all persons including children; the National Vision, "*Vision 2030*" of 2006 is forward looking in terms of democracy and upholding of human rights, particularly Children's Rights. Other legal frameworks which emphasised the integration of Children's Rights included the Education Policy of 1996 "*Educating Our Future*," The Education Act of 2011, the National Child Policy of 2006, among others. The policies in one way or another emphasised and provided measure of safe guarding the interest of the child.

ii. Institutional structures/organisations

The effective and efficient delivery of CRC practices is to a large extent dependent on the suitability of the management structures and systems. Despite the top-down decision making system Government had established organisations and Ministries responsible for children's affairs such as the Human Rights Commission. In Zambia, the *Human Rights Commission* is mandated to investigate and remedy human rights violations, conduct human rights education, monitor the conditions under which persons detained in prisons and police cells were kept and to monitor Government's fulfilment of international and regional human rights treaties and human rights obligations under national law.

Furthermore, the Victim Support Unit, a wing under the Police Service was established in 1994 to deal with matters of crime including child abuse and other related vices.

iii. Programmes and initiatives

Arising from policies, other legal provisions, programmes and initiatives, CRC was implemented both in the short and long term within and across sectors. The Ministry of General Education, over the years had embarked on construction of schools meant to provide access to education of all children irrespective of their status. Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) (2013), reported that the Ministry in 2008 developed an Infrastructure Plan and as of 2014, there were 8,411 classrooms at secondary school level. Other programmes on provision included the Re-Entry Policy, bursaries for orphans and vulnerable children, School Health Nutrition (SHN) and availability of Open and Distance Learning programmes whose overall objective was to give access for the child to learn.

CRC activities had taken prominence in terms of protection of the child. The Ministries of Community Development, Mother and Child Health, Sports, Youth and Child Development, Transport and Communication had programmes which were developed to address the welfare of the child. *The Child Health Week* was an initiative established by Government in 1999 during the Public Sector Reform Programme

(PSRP) for the Ministry of Health. The initiative is characterised by dedicating a week every six months for child health immunizations, growth monitoring, nutrition and sensitization of parents on issues of health. The **Road Safety** whose objective was to reduce road accidents of children, was among such protection strategies. The Ministry of Transport and Communication, in collaboration with schools, established Road Safety Clubs whose purpose was to educate, disseminate and promote Road Safety in the country as a way of protecting the child from accidents.

The Civil Society through Non-Governmental Organisations compliment Government efforts in the promotion of CRC. The Forum for African Women Educationalists in Zambia (FAWEZA) protects girls from all forms of abuse while the Campaign for Female Education (CAMFED), Save the Children and Zambia Civic Education Association offered scholarships to vulnerable girls to pursue their education.

iv. Advanced International Training Programme in Child rights

Government benefitted a lot from the Kingdom of Sweden through a sponsored training by the Swedish International Development Agency (SIDA) in child rights. Officials in education and Non-Governmental Organisations dealing with children received training in CRC. A total of forty (40) officers, herein referred to as Change Agents initiated change projects in their work places. The projects undertaken by the Change Agents revolved around the three pillars; ***Provision, Protection and Participation***. The projects focused on aspects of school management, children's participation or child rights practices.

A follow-up on the impact of the Advanced Training in child rights by Change Agents in Lusaka Province showed inconsistencies when compared to the Copperbelt Province due to more change agents trained as compared to Lusaka. The two provinces compared well because they had similarities of both being urban provinces characterised with high pupil population and large gender disparities of teachers, for example, in 2012, 72.8% of primary school teachers on the Copperbelt were females while for Lusaka, stood at 67.2% female (Akushanga, 2012). Other similarities were also on teacher qualifications, the two provinces had more qualified teachers compared to other provinces.

The Copperbelt Province was rated a model for CRC due to observable CRC practices in schools and programme management. There was an existence of a formidable provincial CRC committee which had become an active network for programme design, implementation and monitoring of activities. The Copperbelt Change Agents worked hard to influence the similar values and norms to be replicated in other provinces more importantly so for Lusaka Province being the national capital province.

In view of the foregoing, Lusaka Province was an ideal choice for the project and location as a result of its national administrative status which gave that expectation of being a champion of change. The three projects done by Batches 1, 3, 5, and 20 in Lusaka Province concentrated on almost similar target groups and stakeholders who included pupils, teachers and the community. The point of departure with batch 21

Change Agents was that, it would concentrate on head teachers and teachers as key players in making child rights real. The project envisaged to empower a group of head teachers and teachers with knowledge, skills and tools about CRC in three districts; namely; Lusaka, Kafue and Rufunsa. It is from the three districts that a team of head teachers and teachers would be empowered to cascade knowledge and skill about CRC in schools and communities through rollout training activities and monitoring. The project therefore hoped to establish a model for Trainer of Trainers (ToTs) in Lusaka Province whose task was to scale-up capacity building of head teachers and teachers to establish CRC Committees in three zones.

The strategy was adopted with a view and knowledge that head teachers and teachers were particularly important in initiating change required, both for adults and young people. It was society's expectation that head teachers and teachers were better placed to learn to design learning experiences which reflected the growing importance attributed to meeting the needs of society and individual attainment. Cachia et al. (2010) and John et al. (2011) in agreement to the statement emphasised the need to create creativity and innovation in societies. They stated that such could only be made possible with the facilitation of head teachers and teachers.

2. Purpose of project

The purpose of the project was to train head teachers and teachers to actively participate in implementation of children's rights. By empowering head teachers and teachers with CRC principles and practices, schools would engage in meaningful activities. In addition, the project desired to create platforms for teachers' networks on issues of child rights in Lusaka Province in the three districts of focus. It was realised that networks were essential in promoting and sustaining CRC spirit in Lusaka Province and across the country.

3. Target group and model for the training

The target group included head teachers and teachers in the three above mentioned districts. Teachers remained critical change agents if CRC was to be scaled up to desired level. In this regard, teachers were an important facet of any society for many reasons. They were the people entrusted with the responsibility to educate the youth of society who in turn became leaders of the next generation. In addition, at societal level, teachers were agents disseminating some new developmental agenda as they had the ability and were better structured to spread information to fellow teachers and other members of society. The project therefore covered three districts as provided in the map which follows:

The strategy used the tactic of Trainer of Trainers, whereby suitable head teachers and teachers were selected on the basis of the Continuing Professional Development (CPD) structure which exists in the Ministry of General Education at a district education

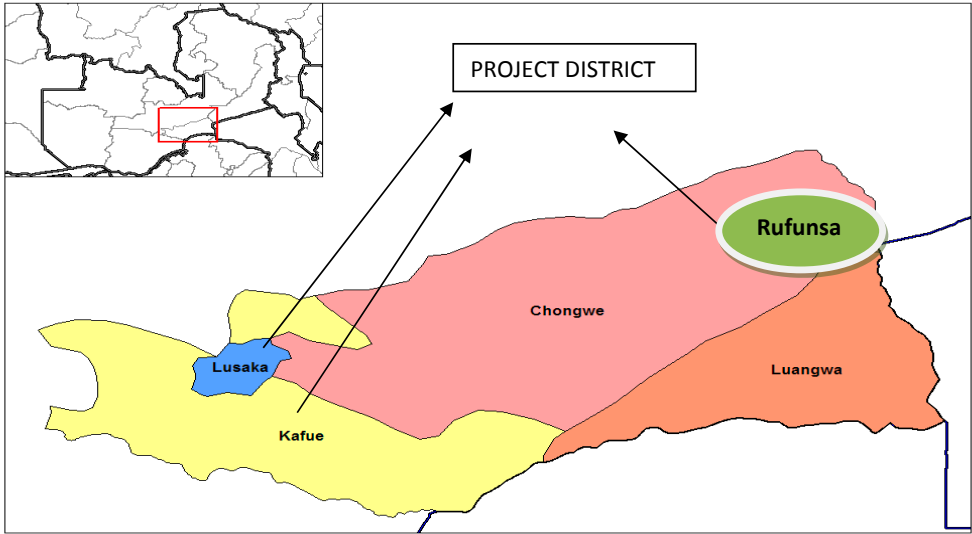


Figure 1: Project districts of Lusaka Province



Collaboration between Batch 20 and 21 just before the Trainer of Trainers workshop.

level. In a district, in-service training, also called Continuing Professional Development is provided by designated officers at three levels; namely: at school, zonal (a group of schools headed by zonal head teacher and district).

In view of the district structure, the batch 21 team realised that it was important to carry out the project in accordance with the Ministry’s established system and structure. The target group therefore, consisted of zonal head teachers drawn from three levels mentioned in this report (school, zonal and district). A zone is a cluster of schools grouped together for easy coordination and reports to a zonal head teacher. Their meeting place is referred to as a zonal centre. Teachers in charge of CPDs in primary and secondary schools formed part of the target group. The CPD officer for primary is called School Inset Coordinator (SIC) while the one for secondary is referred to as School Based Continuous Professional Development Coordinator (SBCPD). The training model included also Zonal In-service Coordinators (ZICs) and the District Resource Centre Coordinators (DRCCs) who work at district level who in turn report to the District Education Standards Officer (DESO), being the one in charge of teacher development. The three target zones in each of the three districts consisted of 5 to 8 schools depending on the catchment area.

The target population described constituted a group of sixty-seven (67) teachers and head teachers who undertook the training. It was that group of head teachers and teachers who were trained by batch 21 change agents. The composition of the Trainer of Trainers is provided in Figure 2 with a description title of the head teachers and teachers charged with the responsibility of in-service training of head teachers and teachers in the district.

The model was adopted due to its strength of ownership and contextualisation to local environment. In the training model, the selection of head teachers and teachers was based on the model described which composed of at least:

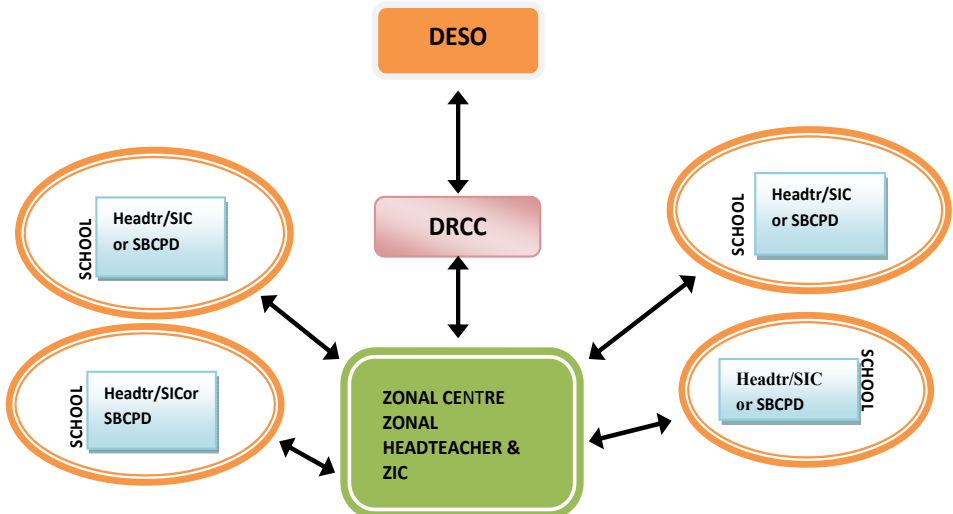


Figure 2: Training Model Structure

- i. Zonal head teachers from the three districts for the project (03)
- ii. Head teachers in the zones from each of the three project districts (30)
- iii. Zonal Insert Coordinators (ZIC) (teacher in charge of CPD at the Zonal Centre (10) and
- iv. School Insert Coordinator/ School Based Continuing Professional Development (23)
- v. District Resource Centre Coordinators (DRCC) (03)
- vi. District Education Standards Officer (DESO) (1)

In the model, the assumption was to have at least a team of thirty - six (36) trainer of trainers for a total of three zones. However, the actual number trained varied from the assumption of twelve head teachers and teachers per zone. The number was bigger than planned because of overwhelming interest issues of child welfare.

In terms of actual number of head teachers and teachers trained in the three districts, for Lusaka, there were twenty-six (26), for Kafue, there were twenty-three (23) while Rufunsa, there were eighteen giving a total of sixty-seven (67) Trainer of Trainers capacity built. It was this team that was herein referred to as Trainer of Trainers and were tasked with the responsibility of rolling-out CRC training to other teachers in the zones and districts. The primary purpose of the strategy was to train head teachers and teachers during the project implementation while having the desire to sustain the initiative. The project through that strategy would result into locally trained change agents with the creation of teacher networks in CRC implementation.

Furthermore, it was expected that schools would put into practice the knowledge obtained into meaningful CRC practices such as developing of school policies, creation of safe clubs and school councils where they did not exist.

4. Stakeholders

The project involved the Ministry of General Education officials, Provincial Education Officer (PEO), the District Education Board Secretaries (DEBS), Save the Children International, Civic Education Association and Office of the Commissioner for Children's Rights, CRC trained change agents, head teachers, teachers, and community members.

5. Methodology

To roll - out CRC activities in the target zones in the three districts, the Ministry officials were engaged at headquarters, provincial and district levels to provide professional, technical and financial support for the team to carry out the plan of action. Key stakeholders were called upon during the project period for expertise and support in other areas of need. The methodology used to bring in participation and leverage sup-

port from key players was through discussion meetings, orientation meetings and mail correspondences.

Furthermore, there was great collaboration with other change agents during the project period. This was evidenced through linkages during the Trainer of Trainers' workshops and meetings.

Having set the stage, batch 21 change agents carried out the training in three districts as per plan. The trainings were held in the three selected districts comprising the zonal head teachers, ZICS, SICS/SBCPD Coordinators and DRCCs. The project sought to establish a team of TOTs in three districts as a zonal team to champion CRC activities using the knowledge, skills and tools that they had been equipped with during the initial training by batch 21. It was hoped that the trainings conducted at zonal and school levels, would result into child rights practices and values to be evident in the school system. Batch 21 saw it important that monitoring and evaluation of CRC trainings and activities should be part of the process to check whether interventions were producing expected results.

6. Results

This section attempts to provide the results of the project. The results are grouped into ten categories as follows:

6.1. Ministry of General Education support and approval of project

Batch 21 change agents sought approval of the project before it could be started. This was important for the purpose of support and clarity to stakeholders involved. The Ministry of General Education is the largest with many officers and activities, therefore, it was important to explain what the project intended to achieve and the people who were to be involved.

The project was approved by the Permanent Secretary, who is the executive of the Ministry. The approval was done through laid done channel of communication through a Memorandum. A further audience was made with heads of the province and districts, in this case, the Provincial Education Officer (PEO) and District Education Board Secretaries (DEBS). At all levels of education delivery, support and approval of the project was granted. The officials noted that the project was important as it was contributing to reaching the Ministry's goal of ensuring that all children were given opportunities to explore their full potential. Batch 21 team members met with Directors (who were coordinating child rights activities) and the Permanent Secretary twice in connection with mentor's visit to report about the progress of different projects conducted by change agents in Zambia.



Chipapa Zone CRC Trainer of Trainers relaxing after an extensive coaching.

6.2. Orientation of head teachers and teachers for the Trainer of Trainers Workshops.

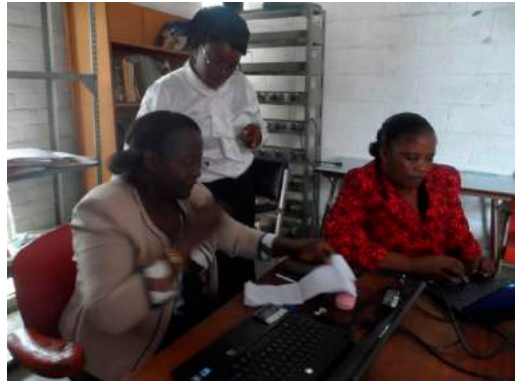
Orientation Meetings were successfully carried out in three districts of the target zones, with the first one held in Lusaka at Educational Broadcasting Services in October, 2014, the second one in Kafue for Chipapa zone on 23rd April, 2015. The meetings were a preparatory kick off of the Trainer of Trainers Workshops which were going to be conducted during the year 2015. In this way, the target group earmarked for training were made aware and psychologically prepared. The output of the activity was having sensitised head teachers and teachers in child rights who were ready to be Trainer of Trainers.

6.3. Development of training materials.

Development of training materials was key prior to carrying out the training. The project team, therefore, strategically resolved that materials would be developed using resources from Lund University which included books, presentations on LUVIT, materials from organisations involved in child rights activities such as Zambia Civic Education Association, Human rights Commission and other resources appropriate. Individual topics were assigned and collectively consolidated in a one day meeting. The training resources were used in the three trainings which were undertaken. It was worth noting that batch 21 and 20 networked effectively to develop the materials.



Headteachers and teachers who attended the Trainer of Trainers Workshop in Lusaka District



Batch 20 and 21 collaboratively developed training materials

6.4. Trainer of Trainers workshops

The team in the conceptual stage, planned to hold three workshops; one for each zone as provided for in the training model. The three workshops were carried out, whereby the first was held in Lusaka from 4th to 6th March, 2015, the second on the 22nd to 23rd September, 2015 while the last was on 11th December, 2015. The workshops outputs were heartening as evidenced through the following:

- i. Head teachers and teachers' knowledge in child rights was enhanced. They were able to outline, describe aspects and interventions which dealt with promotion of children's rights regarding provision, protection and participation;
- ii. Action plans were developed against which CRC activities would be done in the zones;
- iii. District child rights Committees were established;
- iv. Monitoring system was put in place through the already existing structure and
- v. Stronger network between batch 20 and 21 was established.

6.5. District Child Rights Committees

One major outcome of the three Trainer of Trainers' Workshops held was the creation of teacher networks. At the end of each training participants saw the need to establish a team for the district who would be tasked, among others, to promote and respect child rights.

The District child rights Teams were set up in three districts; Lusaka with ten (10), Kafue with eleven (11) and Rufunsa with eight (8) committee members. To formalise the roles of the District child rights Committees the members were appointed by the

Permanent Secretary and Terms of Reference provided. With regards to representation in the committees, the teams consisted of officers from the district education office, zonal head teachers, head teachers and teachers. The team was served with guidelines which spelt out the purpose for such a committee and what their role was. Some of the tasks of the committees were to:

- i. Plan, monitor and evaluate child rights activities in the district;
- ii. Work hand in hand with the National child rights Committee, school In-service training providers and Head teachers' Association to roll out child rights implementation in schools.
- iii. Organize child rights meetings/training for schools in line with the established in-service training system.
- iv. Provide recommendations to the Ministry headquarters (National Coordinator) on the status of child rights in the district by identifying prevailing:
- v. child rights diffusion among learners and teachers in schools and
- vi. local competences and activities being undertaken by various partners in order to enhance coordination;
- vii. Share and stimulate research in child rights in the district for enhanced vision, creativity, innovation and development and
- viii. Advocate for increased awareness and budget in schools for promotion of Child Friendly schools.

To facilitate for smooth implementation a structure was established on how the committee would operate, realizing that there was already a system within which they did their normal official duties. The District Child Rights Committee reporting structure was framed in context within the existing education structure was given in Figure 2. In addition, each District Child Rights Committee had an Action Plan to be implemented. The plan was an output of the Trainer of Trainers' Workshop undertaken by batch 21 change agents.

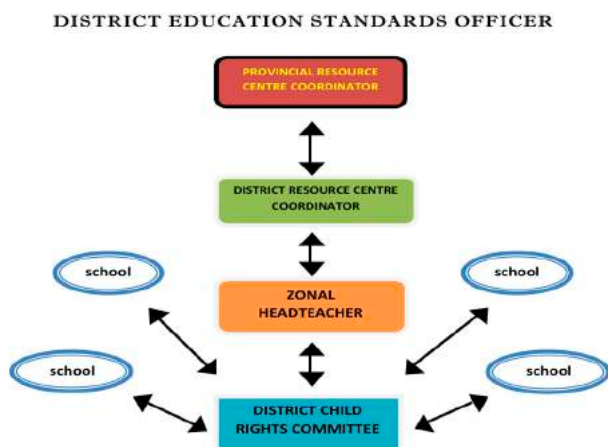


Figure 3: Reporting structure

6.6. Trainer of Trainers in zones

The primary objective of the Trainer of Trainers Workshops which were carried out in March, September and December, 2015 was to ensure that there is continuity of CRC activities and also to create a formidable team of Trainer of Trainers in Chibolya, Chipapa and Chinyunyu Zones of the three districts mentioned in this report. The project envisioned training head teachers and teachers in matters of child rights so that schools are friendly and conducive places where children would always look forward to being and achieve more. Arising from the trainings conducted Lusaka Province can boast sixty-seven (67) head teachers and teachers as locally trained change agents.

6.7. Activities in schools

One interesting output of the training undertaken was the development of school action plans. At the end of the training, teams came up with activities that would be done in schools coordinated by the District child rights Committees established. The Action Plans outlined child rights activities which would be conducted under a specified period; indicators to show that activities had been done were also framed as well as the target groups and time frame within which activities would be conducted was provided. The activities focused on sensitising and training teachers in matters of child rights. This was formulated in view of identified challenges in schools, among them being inadequate knowledge and skill on child rights issues and implementation. Once these were done, other follow-up activities would be embarked upon such as formation of school councils, safe clubs, monitoring, exchange programmes with other CRC teacher networks, among others.

The action plans were formulated at different times since trainings were done in three different months. However, it was worth mentioning that the training and developing of action plans would result into positive outcomes. Batch 21 team carried out monitoring in Chibolya zone, where training was conducted first. It was heartening to learn that all the seventeen schools carried out sensitisation meetings; seven schools had put in place CRC link teachers and several activities such as school councils were put in place. Batch 21 change agents were particularly impressed by some school head teachers who were very passionate about CRC and attached great importance to it. This was evidenced through school ethos and reports from the learners themselves who shared for instance that they had confidence in their teachers and would share issues of concern with them. For further reference, find Lusaka Action Plan at appendix I.

6.8. Monitoring tool for CRC

Monitoring of CRC at school level would effectively be done by the School Inset coordinator (SIC) and supervised by the school head teacher who would spearhead all CRC activities by ensuring that frequent meetings are held, resolutions implemented and reports are written and forwarded to the Zone Coordinator (ZIC). The Zonal

Coordinator will monitor the whole zone. The core function of this officer would be to ensure that uniform activities are done in the zone. The Zonal Coordinator on monthly basis would forward the consolidated schools reports to the District Resources Centre Coordinator for compilation into a district report to the District Education Standards Officer (DESO). For further reference, find Monitoring Tool at appendix II.

6.9. Creation of teacher networks

Team Zambia found it necessary to create teacher networks because teachers are with the children most often than not. This gave fertile ground to the projected growth of CRC activities in schools. The established networks would continue to collaborate with their counterparts from other zones and districts. This would enhance CRC awareness and growth in the province. The teacher networks are at intra and inter provincial levels, whereby change agents from different batches in a province work collaboratively.



Locally trained change agents (head teachers) who participated at a network meeting in Lusaka.

6.10. Collaborations among Change Agents

As evidently demonstrated through documentation, CRC collaborations among the change agents has made the teams especially Batches 20 and 21 to realise that the battle cannot be won single handed but as teams, hence the need for consulting and updating each other. Furthermore, there was a strong relationship which exists between change agents from other provinces (regions). Through the CRC spirit, a strong family of change agents has been developed through those trained at Lund University and also those trained locally.

Whereas the team had challenges of adequate financial resources to support the project, resources were mobilised collaboratively as a team. Out of the three trainings, only the first one was sponsored. The challenge of resources was as a result of a number of

factors including lack of a budget line for CRC, lack of clarity on the source of funding for the project done in the context of training by the officers under a batch and also inadequate financial resources by the Ministry. Despite such setbacks, the team mobilised own resources to meet the project needs.

6.11. Collaborations with the Human Rights Commission

In the project, the team collaborated effectively with the Human Rights Commission; an organisation that was charged with the responsibility of protecting human rights. Team Zambia leveraged opportunities from the organisation in terms of capacity building, advocacy and materials support. The team in collaboration with the office of the Commissioner for children's rights carried out sensitisation meetings on children's rights in several schools within Lusaka Province. The activity was fully sponsored by the organisation. Another activity which has taken place is the development of radio lessons which was kick started by batch 20 but the benefits are for all change agents.

Batch 21 used the radio lessons in the training workshop for Rufunsa and participants appreciated the messages. The district officials who attended the meeting (District Education Board Secretary and District Education Standards Officer) requested for the compact discs so that they could use them too. In one lesson, for instance, the Commissioner for children's rights discussed adequately what child rights were and how they should be upheld.

7. Challenges

Notwithstanding the successes recorded, there are still challenges which hinder full attainment of child rights. The country still experienced customary laws which allowed certain practices which were detrimental to the life of the child. The pillar of *Participation* was seen as a threat for most adults as were usually not comfortable with the notion of child's participation. This is because they evolved from a background which regarded a child as an object for support rather than as subject with his/her own capacity to actively participate. It was also observed that there were inadequate mechanisms to hold responsible officers accountable who violated child rights.

Furthermore, most of the head teachers, teachers and education administrators did not have adequate knowledge on child rights. This was evidenced through the trainings, sensitisations and monitoring done.

8. Way forward

Having carried out the project, some of the challenges which inhibit the promotion of child rights were that there are still some customary laws which allow certain practices which were detrimental to the life of the child. However, government was aware of such and there was a discussion to harmonise such pieces of legislation into acceptable one.



Batch 21 being energized by their mentor just before the last training and discussing the way forward for CRC activities in Lusaka Province.

The pillar of participation was seen as a threat for most adults as they view children to be objects for support rather than subjects with their own capacity to actively participate. With much more effort of sensitisation, trainings and advocacy, gradually people would come to the realisation of the importance of protecting and promotion of child rights.

The change agents through project have endeavoured to promote child rights in schools through the trainings undertaken. It was clear from the trainings that such issues were highly appreciated by education officers, head teachers and teachers. The participants in all the trainings appreciated child rights provision as they aimed at ensuring that the child was holistically developed if all the requirements were put in place. It was noted that schools were ready to inculcate the child rights spirit but needed support in terms of policy, training, materials and other required inputs. Batch 21 team is appreciative of the enthusiasm and support from all key players during the project implementation.

The team envisions continuing with CRC activities as work started needs to be sustained so that other zones and districts in Lusaka Province are brought on board. In addition, more work remains to train, develop guidelines and monitor progress in Lusaka Province and replicate the same to other provinces too. One outstanding is-



Spirit to give and gain continues even after project implementation

sue for the change agents is to lobby and establish a budget line for CRC. The team is proud of improved networking which exists in the country and from the last network meeting held in October, 2015, Lusaka Province was tasked to host the next national meeting. In this regard, the role of change agents is that of living up to the true spirit of being light to Zambia in matters of child rights. Therefore, the battle is not yet over and the team should remain resolute to forge ahead to plan annually, monitor, review and disseminate reports.

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Appendix

APPENDIX I: Action Plan

ACTION PLAN FOR THE IMPLEMENTATION OF CRC ISSUES IN SCHOOLS FOR CHIBOLYA & LUSAKA CENTRAL ZONES

S/NO	ACTIVITIES	INDICATORS	TARGET GROUP	TIME FRAME
1	Conduct Sensitization meetings	No. of Reports produced Availability of photos/video	Head teachers Teachers Learners Community	April - May, 2015
2	Hold training of key stakeholders in issues of CRC	No. of Reports produced Availability of photos/video	Learners Link teachers Class Representatives	April - May, 2015
3	Formulation of School Councils	No. of School Councils established Availability of photos/video No. of Reports produced	Head teachers Learners Link teachers	May, 2015
4	Conduct Monitoring and Evaluation trips	Availability of photos/video No. of M & E Reports produced No. of M & E trips undertaken	Officers from HQ PEO's Office DEBS's Office PRCC DRCC ZIC Head teachers	Mid June, 2015

APPENDIX II: Monitoring Tool



Republic of Zambia

MINISTRY OF GENERAL EDUCATION

MONITORING INSTRUMENT FOR CHILD RIGHTS IN SCHOOLS

NAME OF SCHOOL

TYPE OF SCHOOL i) PUBLIC ii) PRIVATE

(Tick where appropriate)

PROVINCE

DISTRICT.....

LOCATION:..... ZONE.....

P.O. BOX

TEL:..... CELL:..... E-MAIL

PART A: CHILD RIGHTS AWARENESS

S/N	QUESTIONS	YES	NO	MEANS OF VERIFICATION	COMMENT
1.	Are there guidelines or policy documents which provide information and guidance on child rights ?			Availability of documents	
2.	Are there specific changes proposed in the guideline/policies?			Mention and describe the changes which should take place.	
3.	Is there awareness about child rights in school?			List of activities and practices dealing with child rights	
4.	How do teachers learn about child rights?			-Number of sensitization meetings carried out -Trainings -Exchange visits -Through teacher group meetings	
5.	Does the school have teachers charged with responsibility of coordinating child rights activities?			-Link teachers -Guidance teacher	
6.	Have you put in place a school child rights policy?			-Documentation on child rights school policy	

PART B: IMPLEMENTATION OF CHILD RIGHTS

S/N	QUESTIONS	YES	NO	MEANS OF VERIFICATION	COMMENT
7.	Does the school have interventions which ensure that all eligible children attend school?			List of interventions which aim at providing for children.	
8.	Does the school have support from the community to promote school attendance? Describe the type of support and organizations which provide that kind of assistance.			Description of support and organizations which support the school	
9.	Does the school have a linkage with health institutions for health services. What type of services are provided?			-General screening -Deworming -Vitamin supplements	
10.	Do you have interventions in place to ensure that children actively participate in matters which affect them in school and also prepare them for citizenship			- Children's space is created by involving children themselves (School Councils, Rights Clubs). - trainings conducted for for duty bearers	
11.	Do you agree that pupils' participation brings improvements in the school? Give examples of positive changes such has brought in your school.			-Increased school attendance -Improved learners' achievement levels	
12.	Do you have measures in place for correcting children. What are these measures?			-Discussion with head teacher on the corrective measures the school practices.	
13.	How do you rate teachers' acceptability of child rights? Is it high or low?			Interview with some teachers and pupils	
14.	Do you have any suggestions, comments to make about child rights promotion in schools? State your views				

Observatio

Advice given
.....
.....
.....

Recommendations
.....
.....
.....

Respondent's name
Signature
Monitoring Officer
Date of Monitoring

3. SUMMING UP

In this chapter we, the Lund University mentors¹ of the Sida supported CRC ITP, are reflecting on some of the focus areas, outcomes and conclusions drawn by the members of the country teams in their final reporting of their projects.

The word project is problematic since the common understanding of a project is a financed, time limited specific process. The projects in this programme are supposed to run without a defined ending, and without special funding. Many of the projects have started change processes, which will most probably continue, and branch out, which is what happened as to the previous 20 batches including around 200 country teams. The first projects started in 2003-2004, and most of them are still on going.

In this chapter, we are summarising, categorising, and comparing experiences based on the text in the final reports from the ten participating countries in batch 21. These countries were Cambodia, China, Egypt, Ethiopia, Malawi, Namibia, South Africa, Tanzania, Viet Nam, and Zambia.

¹ Agneta W Flinck, Lena Andersson, Ulf Leo, Bodil Rasmusson, and Per Wickenberg

Purpose/aim and target groups of the change projects

In the matrix below (table 1) we have summarized the *purposes/aims* and *target groups* of the 10 change projects in batch 21 to get an overview.

Target groups \ Purposes	Students	Teachers	Principals	Parents	School Managers	Tutors Trainers	Teacher Trainees	Chiefs
Cambodia: To increase students' participation in school and community activities to make learning activities more effective	■	■	■					
China: To raise pre-service teacher trainers' and trainees' awareness of participation in the class-room based on CRC, by developing a manual of right based participatory approach						■	■	
Egypt: To move from teacher centered towards learner centered instruction (reflecting CRC spirit)		■				■	■	
Ethiopia: To increase the understanding of the tutors and trainees at Hawassa College of Education on CRC					■	■	■	
Malawi: To promote and strengthen child rights to students, head teachers, teachers and school community in Njewa and Kalolo zones as to leadership and participation		■	■	■	■			■
Namibia: To educate parents on Child Rights Convention in order to actively participate in their children's education and to create CRC awareness in Etunda community. It is also to create good relations between teachers, students & parents at schools.				■				
South Africa: To give students an opportunity to be children, to encourage parents to take responsibility and care of their children and to ensure that there always will be an adult to take care of the children	■	■		■				
Tanzania: To ensure that norms are changed from tutors/ teachers as a source of rules to be interactive and communicative and to abolish corporal punishment in schools. It is also to establish CRC clubs.					■	■	■	
Viet Nam: To enhance communication between students and teachers at Nguyen Tat Thanh school and to promote students' participation in school activities	■	■						
Zambia: To train head teachers and teachers to actively participate in implementing CRC		■	■					

Table 1. Purposes and Target Groups of the Change Projects in Batch 21

As can be seen from the table above, some change projects are broader and cover more than one area or topic and many target groups. Participation is still most focused out of the three Ps that is provision, protection and participation. The main target group is teachers followed by students and principals. That is the same also at teachers' colleges, which are focused by four of the projects in batch 21. What also could be seen in the projects of batch 21 is that some projects are based on or added to change projects already in process.

Provision, protection and participation

In this section the well-known Convention summary - the 3 Ps which stand for *Participation, Provision and Protection* – is used as a point of departure and foundation on which to organize the material from the participating countries. These three categories of Ps are usually associated with Eugene Verhellen². A screening of the projects

² Verhellen, E. (2000) Convention of the Rights of the Child: background, motivation, strategies, main themes. Bruxelles: Garant.

with the CRC 3Ps perspective reveals that all projects in batch 21 use one, two or three Ps, more or less distinctive in the text. Most projects have a focus on participation. Participation is the P that has not been focused that much in the participating countries especially not in the understanding of really active participation in all aspects of school activities as is discussed as to CRC. Some projects stress aspects of protection for example to encourage parents and other guardians to ensure the care of the child, or provision for example to make parents understand the importance of right to education. In batch 21 four out of ten projects are implemented in teacher training, which is more than in previous batches.

Levels of participants and the change projects

Three administrative levels of education in society are used as one of the recruiting principles for the three participants forming the country teams in this programme: the *local* school and community level; *the provincial/regional level*; and *the national/state level* in society.³

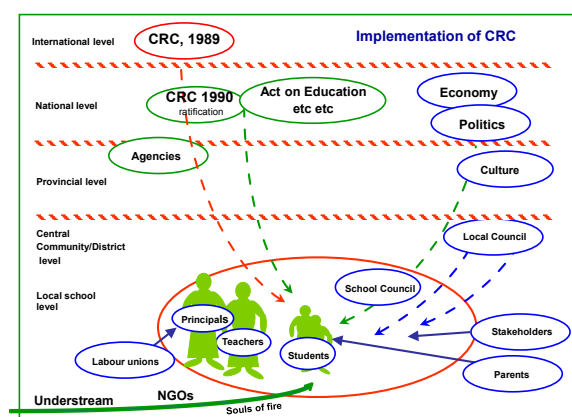


Figure 1. Implementation of CRC at three levels: National/State; Provincial/Regional, and Local School level (elaborated according to Wickenberg, 2004).

The figure above helps to understand the complex processes of implementation of CRC in the education sector at different societal-administrative levels and contexts in the different countries. When starting to implement some ideas and policy documents at the local level of society, you soon find that there already are existing social and professional norms, dedicated people and committed organizations (e.g. NGO:s) working with the issue at stake (forming the local undercurrent). One question is; what is happening, and what has happened on each level regarding CRC in the education sector when the change projects in this ITP have completed the first year of the change project and con-

³ These words or concepts could be very different from country to country. The organisational principles of a state or a country - experienced, realised and learned so far - are very contextual. The same goes for Provincial and District levels in different countries.

tinue onwards. Change of norms (legal, professional and social norms) can be viewed as *a key feature of capacity building* as well as the empowerment of excluded groups who are an important steering mechanism towards values, behaviors, attitudes and action patterns in society.

Positions of the Participants at the three socio-administrative levels

The intention of the CRC ITP as to recruiting participants is to recruit teams of three representing the three socio-administrative levels. Ideally, there should be approximately 10 participants at each level. The figure below shows the distribution of participants in batch 21. The distribution shows that there are some more participants at the middle level, which is a bit different compared to the distribution in the previous batches where there were more participants from the lower level. University and teacher education staff can be categorized at the middle level or at a national level depending on the administrative context in the country.

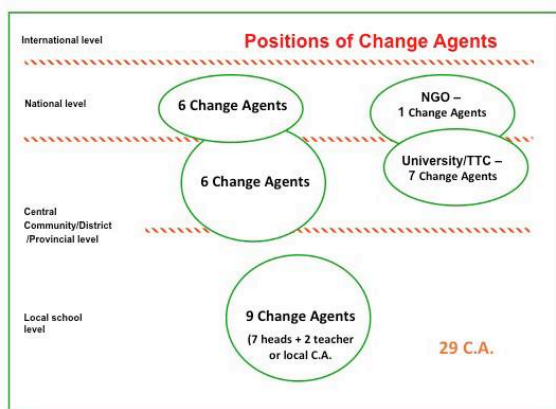


Figure 2. Positions of participants in batch 21.

The change projects and the three socio-administrative levels

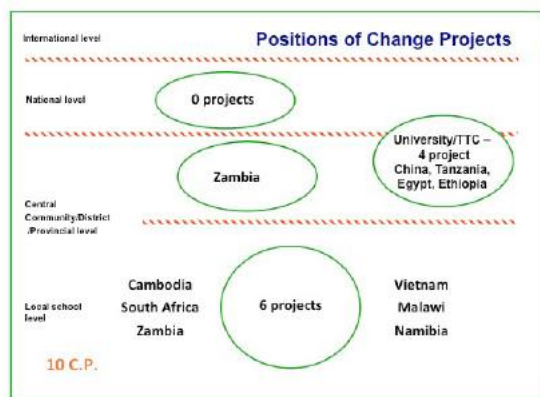


Figure 3. Levels of the Change projects in Batch 21.

As can be seen from figure 3 six projects out of ten in batch 21 are located at local level, which means that the projects are based in schools. According to our experience from former batches, we have seen that several projects start at the local level in one or a few schools in order to test the ideas with the intention to spread their experience to other schools when the pilot transitions to full scale. The position of the projects in batch 21 depends on the location of the participants. It is often easier, sometimes necessary, to start at a place where one of the change agents, in this case the headmaster/principal a teacher, or a teacher trainer have easy access to start a change process.

Way forward

This last section will sum up the way the teams have planned for the future and for sustainability of their change project. It is very obvious that all the teams within batch 21 have clear plans for the future. They are all aware of the importance of a continuous contact with their target groups and stakeholders in one way or another. Future planned actions for the change projects are organized in categories, presented and discussed below.

Expansion of the projects or to scale up the projects

This is two ways of stating the same idea. It is the most common way of how future plans are expressed by the teams in batch 21. The expansion could either be in the form of including more classes in a school where the project has already started or it could be

to introduce the project in other schools. In many cases principals/head teachers have visited the project schools and want to be included and also participate and learn more about this CRC process. There are also examples of taking the project idea from one level to another, for example from primary school into teacher training or vice versa. Of course, it is a positive development when project ideas in process are transferred to other target groups which could more learn from the experiences gained.

Continuation of training as to the included target groups

This is the second most mentioned way forward according to the projects in batch 21. This could either be moments or parts of the project that is not implemented yet or it could be an outcome of the monitoring and follow up process where it has been clear that not all target groups had grasped the idea of how to implement CRC. What is mentioned rather often in the reports is the situation where some schools or classes or other included organisations for one reason or another are lacking behind, and will therefor need more support/training.

Working together with the national network

In all countries with teams in batch 21 there are national CRC networks established, working in various ways. If the teams are close they usually have regular meetings, if the teams are spread geographically they use other ways to connect and keep in touch through internet, telephones, or by other means. Where teams are geographically spread and the communication is based on media, usually annual meetings are organized. In some countries there are some teams living close by each other and they have created smaller networks and they will meet country wise not that often. During the meetings/seminars the networks usually have some discussions about the various projects, extension of the CRC work, planning for further training and so on. For sustainability these networks are essential. It gives the change agents an identity and motivation to work even harder.

Some countries in batch 21 have also started international networks with teams in neighboring countries.

Monitoring and evaluation

Already during the first phase of the programme the teams are planning for the monitoring and follow up of their projects. When reading their final project reports it can be seen that monitoring, follow up, evaluation and feedback are aspects of the process that the teams are planning for very carefully. The process of monitoring is very effective when it comes to introduce measures needed for further inputs in their projects and for the expansion as well. In some cases the team members are monitoring themselves, in other cases parts of the monitoring is delegated to stakeholders involved in the project or members of the network. Based on the outcome of the monitoring further actions

have to be introduced, such as more training, developed material, support from the network and so on.

Create resources

Resources could be various things where money is one, competence another and staff a third. In this programme there is no money for implementing the projects handed out from Sida or Lund University. However, the team members will have the needed competence to start after participating in the programme and they will also have some more staff support from the network. What can be seen from the final reports is that many teams have started to look for some financial support for their projects. They are using their various contacts within their professional area and within more social areas, and they are using all formal connections possible. The final reports reveal, however, that very much can be done with very little. Sometimes money is not the key to success. Commitment, making use of a network, thinking out of the box, using outdoor teaching, and new learning strategies and hard work are essential ingredients and all this is taking the projects to high levels.

Concluding remarks

This is *the tenth book* published in the Child Rights, Classroom and School Management programme. When comparing analysis and comments between the different batches from batch 12 and forward to batch 20, we find similar patterns regarding recruitment of participants from different levels as well as orientation of the projects. Most projects in all batches are found on the local school level although there are more and more projects coming up on the middle level where in most countries teacher education is located. It has become increasingly frequent that different projects link into each other and this is also a result of the recruitment to the programme, new participants have professional connections to former participants. The content and orientation of the projects have many similarities. Participation is the most frequent aspect of the CRC – and participation is used as means to include issues of protection and provision in their projects for change. Participation represents a new view upon the child and raise awareness of the need for better conditions for the children in schools. Participation is so far, in many cases, only introduced in the curricula but still not implemented in broader scale. The understanding of how to practically implement a participatory (or learner centered) climate in the classroom need still to be discussed in the teams, networks and at the schools. In many countries there are still national exams which are very important for many reasons and these examinations are a heavy steering instrument for teachers in the classrooms. It takes courage to change the methodology in that context and it is safer to continue as usual.

Many teams are building on what previous teams have started which add values and increased possibilities for sustainability of the results. This progression could also make

it easier to overcome different challenges. There are clearly several passionate and committed team members in batch 21 as in the other batches, who are *real change agents* and are ready to work and support their own change project for a long time to come and to support change projects from other teams. That alone fulfills the overall goal of the programme.

Over the years we have seen how the national networks of change agents in all participating countries has strengthen their independence and are acting strongly in their societies. That is a great leap forward towards promising sustainability of implementing the Rights of the Child. These strong networks are now also reaching to other target groups in country and out of the country. They are also trying to connect to other organisations working within the area of CRC, this could be NGOs, donors or FBOs (Faith Based Organisations). The impact this ITP programme has had so far is impressive and the impact will continue to grow.

4. CONTACT DETAILS

For more information about the ITP on Child Rights, Classroom and School Management, please check the website

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Child Rights, Classroom and School Management, Batch 21, 2014b

Lund University has offered the Sida-financed International Training Programme on Child Rights, Classroom and School Management since 2003. The programme targets those in a position from which they can initiate processes of change in the education sector in their countries. During the programme all participating teams initiate a change project in their respective countries aiming at the realization of the intention of the Child Rights Convention in policy as well as in practice. This book contains the final reports from Batch 21 with change agents from Cambodia, China, Egypt, Ethiopia, Malawi, Namibia, South Africa, Tanzania, Viet Nam, and Zambia.

ISBN: 978-91-982261-5-7



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