Child Rights, Classroom and School Management

Change Projects from the International Training Programme Batch 17 - 2012b

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International Training Programme

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BATCH 17
2012b

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Final Reports
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CONTENTS

PREFACE

We would like to thank all change agents in Batch 17 who have participated in the international training programme on Child Rights, Classroom and School Management, and who have contributed with a final report in this book. They have contributed to the initiation of changes aimed at the realization of the intention of the Child Rights Convention in policy as well as in practice in their respective countries; Cambodia, China, Colombia, Egypt, Indonesia, Namibia, Tanzania, Uganda and Viet Nam.

Lund, February 2014

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1. INTRODUCTION

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

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' home countries.

From a development perspective, the overall, long-term objective of the new Child Rights, Classroom and School Management programme is: "to improve participating

countries' capacity to offer and ensure everyone's right to relevant and quality education, an education that is safe and secure, inclusive, student-centred, democratic and problem-solving and that creates opportunities for all, regardless of background, to participate in community life as active citizens."

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

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

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

In order for the training programme to contribute to desired changes participants need to acquire an understanding of the child's situation, background of the Child Rights Convention and children's right in, to and through education. Tools to initiate and/or lead changes that make the participants' respective organisation better able to implement and comply with the CRC and other relevant human rights instruments in the educational field are also required. The programme must thus supply both background knowledge and an understanding of the content of the CRC and other relevant international conventions and instruments as tools for capacity development and organizational change. In this way, participants are expected to function as agents of change - change agents in their domestic contexts.

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

organisations and countries. The training programme has so far initiated more than 170 change processes in the participating countries.
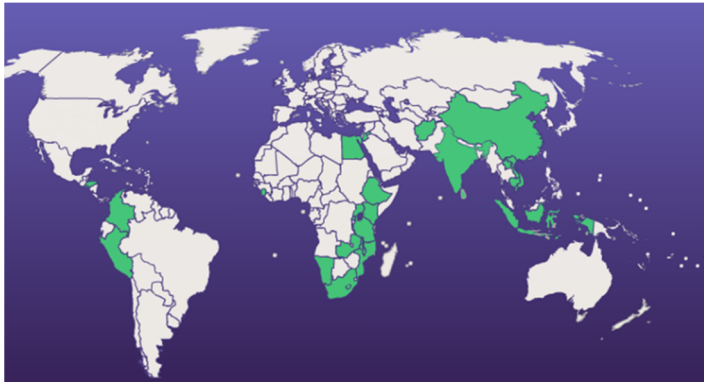
Figure 1: Countries with change agents and initiated change processes as a result of the Child Rights, Classroom and School Management programme

Programme Contents

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

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:
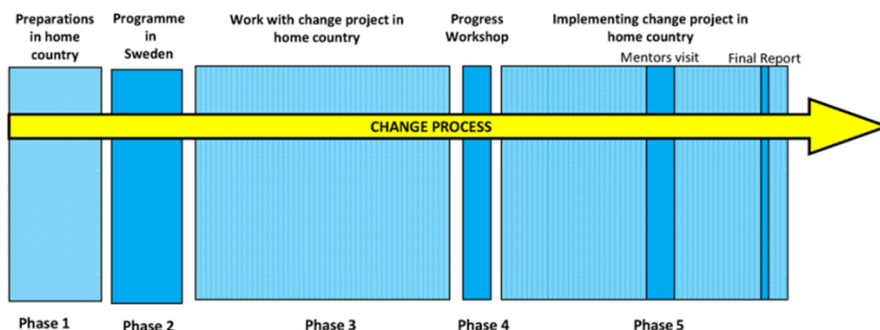
A change project is the frame of the ITP on Child Rights, Classroom and School Management and a process which continues throughout the entire programme. The change project is made possible through teamwork and thus it is of great importance that the entire team is involved in the process and that the 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 16 will follow.

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

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 17 – October 11, 2012)

Phase 3 - Work carried out in the change project in the home country with regular assistance from the team's mentor. The teams kept close contact with their mentor, the organisations and the stakeholders, and they also submitted a progress report. (October 2012 – February 2013)

Phase 4 – Progress Workshop in Sri Lanka for 10 days focused on the change project carried out by the country teams. The participants were asked to present their results so far and develop and discuss future plans for applying the programme content in their change project. Visiting former participants' existing projects and organisation were also relevant. The principal idea of phase IV is to give and gain as much as possible from the mentors and the other participants in order to implement the change project. (February 24th – March 6th 2013)

Phase 5 - Implementing the project in the home country with assistance from the mentor. After phase four in Sri Lanka, follow-up visits have been conducted by the respective mentor in the teams' home countries. The mentor together with the team met stakeholders, agreed on the following steps and also evaluated the project for change. After this visit the teams submitted the final change project reports in this book. (March 2013 - March 2014)

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

Book of Final Reports

Final reports from all the participating teams in batch 17 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 – Per Wickenberg, Lena Andersson Agneta W Flinck, Ulf Leo, and Bodil Rasmusson – 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 has its first team in batch 12 (2010) and in total 6 teams and 18 change agents in batches 12-19 (October 2013).

Level	Change Agents	Change Projects	Comments
National	7	4	Ministry of Education
Region/Province/District	10	2	Teacher Training
Local	1	0	

Change Agents´ professional position up to present batch (Batch 19), 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 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 Phen at different departments in the Ministry of Education, Youth and Sports (Curriculum develop department, Early Childhood department and Teacher training department) has the change work mainly focused *implementation and sensitization of CRC* in general and *participation* in particular.

Area: 181,035 km^2

Population: 14,952,665 (est. 2010)

Capital: Phnom Penh

Independence: 9 November 1953 (from France)

Official Language: Khmer

National Country Coordinators:

Chheang Chhong

(chhon_chheang@yahoo.com)

Chin Yahan (in Phnom Penh) (chin_yahan@yahoo.com)

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CAMBODIA

Integration of CRC in Home Based Programme in Takeo Province

Prak Kosal, Um Lakhena, and Roeung Sereydara

1. Introduction

Children come into the world eager to learn. The first five years of life are a time of enormous growth of linguistic, conceptual, social, emotional, and motor competence. Right from birth a healthy child is an active participant in that growth, exploring the environment, learning to communicate, and, in relatively short order, beginning to construct ideas and theories about how things work in the surrounding world. The pace of learning, however, will depend on whether and to what extent the child's inclinations to learn encounter and engage supporting environments. There can be no question that the environment in which a child grows up has a powerful impact on how the child develops and what the child learns.

Learning, moreover, is not a matter of simply assimilating a store of facts and skills. Children construct knowledge actively, integrating new concepts and ideas into their existing understandings. Educators have an opportunity and an obligation to facilitate this propensity to learn and to develop receptivity to learning that will prepare

children for active engagement in the learning enterprise throughout their lives. Recent research on cognitive development also emphasizes the role a supportive context can play in strengthening and supporting learning in a particular domain. Indeed, techniques that provide a window into the developing brain allow us to see that stimulation from the environment changes the very physiology of the brain, interlocking nature and nurture. Research from a variety of theoretical perspectives suggests that a defining feature of a supportive environment is a responsible and responsive adult. Parents, teachers, and caregivers promote development when they create learning experiences that build on and extend the child's competence—experiences that are challenging, but within reach.

Eager to Learn: Educating Our Community Preschoolers is about the education of children ages 3 to 5. It focuses on programs provided outside the home, such as Preschool, Head Start, and Child Care Centres. As the twenty-first century begins, there can be little doubt that something approaching voluntary universal early childhood education, a feature of other wealthy industrialized nations, is also on the horizon here. Three major trends have focused public attention on children's education and care in the preschool years:

1. The unprecedented labour force participation of women with young children, which is creating a pressing demand for child care;

2. An emerging consensus among professionals and, to an ever greater extent, among parents that young children should be provided with educational experiences;

3. The accumulation of convincing evidence from research that young children are more capable learners than current practices reflect, and that good educational experiences in the preschool years can have a positive impact on school learning.

To come up with an integrated programme that would help address the cognitive, social-emotional (mental health), and physical development are complementary, mutually supportive areas of growth all requiring active attention, psychological development in the preschool years of children, and improved school readiness. Social skills and physical dexterity influence cognitive development, just as cognition plays a role in children's social understanding and motor competence. All are therefore

related to early learning and later academic achievement and necessary domains of early childhood pedagogy. Responsive interpersonal relationships with teachers nurture young children's dispositions to learn and their emerging abilities. Social competence and school achievement are influenced by the quality of early teacher-child relationships, and by teachers' attentiveness to how the child approaches learning. Education opportunities are shaped long before children enter classrooms. The linguistic, cognitive and social skills they develop in early childhood are the real foundations for lifelong learning. Ill-health, malnutrition and a lack of stimulation undermine those foundations, limiting what children are able to achieve. The irreversible damage inflicted by hunger during the early years continues to erode human potential on a global scale. About 195 million children under 5 in developing countries – a third of the total number – suffer from stunting, or low height for their age, which is a sign of poor nutritional status. Many will have experienced chronic malnutrition in the first few years of life, a critical period for cognitive development. Apart from the human suffering involved, malnutrition places a heavy burden on education systems. Malnourished children tend not to reach their potential, physically or mentally. They are less likely to go to school, and once in school they register lower levels of learning achievement. Equal treatment in education for girls and boys is a human right, and it is also a means of unlocking gains in other areas. Education improves child and maternal health because it equips women to process information about nutrition and illness, and to make choices and take greater control over their lives.

2. Frame of Reference

Some Relevant Facts about Cambodia

- Geographic area: 181,035 sq.kms
- 23 provinces
- 1 municipality
- 194 district/khan/cities/commune/sangkats
- 14,073 villages

- Population: 13.4 million; 51.5 % of them are women (19.5 % of the population live in urban areas, and the remaining 80.5 % are living in rural areas)
- Infant Mortality Rate declined from 66 to 45 per 1,000 births
- Mortality Rate of Children under 5 year declined from 83 to 54 per 1,000 births between 2005 - 2010

Early Childhood Education Context

Early childhood programmes prepare children for school, mitigate the effects of household deprivation, halt the transfer of educational disadvantage from parents to children and strengthen prospects for economic growth. Yet early childhood policies in many developing countries continue to suffer from insufficient funding, fragmented planning and inequality. After the Liberation day (7th January 1979), Preschool Education was established by a technical working group of General Education and Preschool Education. In 1986, the above working group changed to Department of General Education and Preschool Education via Regulation No 62, 12 April 1986. In 2002, Early Childhood Education Department was established via regulation-sub-degree No 104, 14 October 2002. Currently, Early Childhood Education has been fully supported from the Royal Government of Cambodia, especially Ministry of Education, Youth and Sports (MoEYS) leaders, and has been developed and implemented in the whole country.
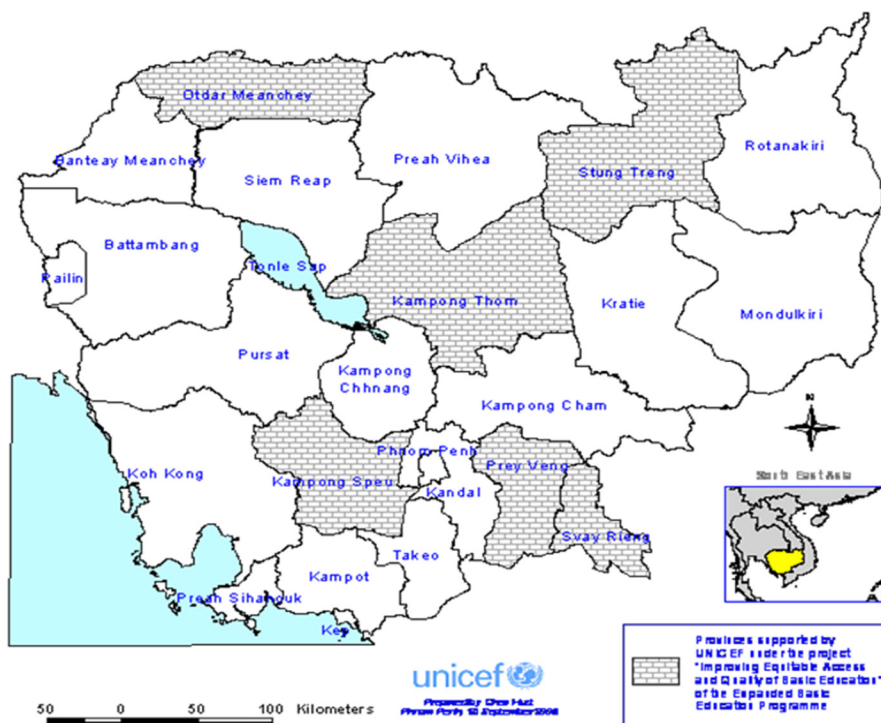
The Education Law in article 16 has addressed that *"the state shall support early childhood care and development from the age of zero to before preschool, generally provide at childcare centres in community or at home. Preschool shall commence education prior to primary education for preparation to attend primary school. The ministry in charge of education and other relevant ministries and institutions shall determine the meanings of early childhood care and development".* The vision of National Policy on Early Childhood Care and Development have addressed that *"all children, from conception to aged under six, especially disadvantaged, vulnerable and poor children, shall be provided with care and development services, in line with the Constitution of the Kingdom of Cambodia".*

Early Childhood Education is a sub component and a priority component in the Ministry of Education, Youth and Sports (MoEYS). The Education Strategic Plan (ESP) have set the target in year 2015 for children age 5 years is 75% and for children age 3 & 4 years is 35%. In this regard Home Based programme is one of basic education in Early Childhood Education is a fundamentals quality of children which

will enrol to primary education and take a part of dropouts' reduction and repetitions reduction in primary school. In years 2010-2011, there are 146,071 children aged 5 years receiving education, which is 52.66 % of the total number of children of this age group, in which 49.8% are girls (ESP target is 50 %), an increase of 19,453 children. Home based programme is available in 172 out of 194 municipalities, districts and khans and in 696 out of 1,633 communes/sangkats. There are 49,811 parents or guardians, 9,932 mother group leaders, 1,809 core mothers and 74,817 children, 49.31 % of whom are girls, an increase of 8,588 persons, participating in these programs.

ECE Status in 2010-2011
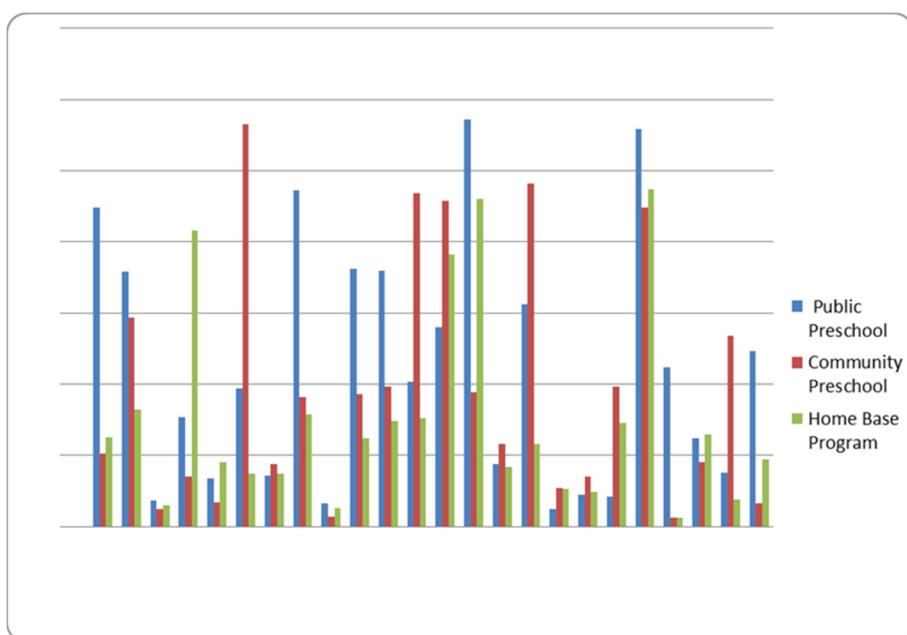
Home Based Programme Context

Home Based programme is provided to educate families who have children aged from 0 to under 6 years old and was initiated since 2000 at two community in Kampong Chnang province. The priority areas are where there is lack of/no ECE services, a lot

of children, dropout rate in primary school and disadvantaged areas. Home Based programme working mechanism has been established to provide technical and monitor the programme and involve relevant key sectors in the community. Ministry of Education, Youth and Sport (MoEYS) provide training and refreshers training on Home Based technical to core mothers and mother group leaders so that they cascade down to mothers/parents who are members. Mother/parents are their children teacher by using their available time and suitable areas. Main topics for educating their children include daily life activities, periodic activities, special events, and especially to create lovely and safety environment for their children development.

Some Examples of Home Based Activities

HB program's training material is developed by Early Childhood Education Department, MoEYS and supported by development partners include Unicef, SCI, ESSSUAP-FTI.

Realizing the Cambodia attitude and issue of capacity of parents, especially lack of fathers to involve or responsible for children, We are the participants of batch 17, set up the project of Integration of CRC in Home Based Programme in Takeo Province to apply what we learn about CRC. Mr. Prak Kosal, Director of Early Childhood Education Department, Ms. Um Lakhena and Mr. Roeung Sereydara, Teacher Trainer of Phnom Penh RTTC, MoEYS.

3. Purpose

Our aim is to develop the capacity for the practitioners in home based programme on the importance of the 3P´s in general and participation in particular through the article 12 and 18 in the Convention of the Rights of the Child. The main purpose is to guaranty the young children's rights to play, learn and participate in learning environments at home and in the village. Our work for change is based on CRC, article 12 (Respect for the views of the child) and article18 (Parental responsibilities; state assistance). We would like to highlight these lines; when adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making -- not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenager's greater weight than those of a preschooler, whether in family, legal or administrative decisions. Article 18 (Parental responsibilities; state assistance): Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children – the Convention does not take responsibility for children away from their parents and give more authority to governments. It places a responsibility on governments to provide support services to

parents, especially if both parents work outside the home. The practitioners are the target group and when we start our project the target group is the core mothers, mother group leaders and mother's member, but after finishing our project the practitioners will include fathers. Practitioners will then be called core parents, parent's group leaders and parent's member.

Target Groups and Stakeholders

Our main focuses of this project are the home based programme practitioners in Pea Ream village, Pea Ream commune, Batty district, Takeo province. Together with our team, Early Childhood Education (ECE) will support and monitor the activities of participation and the training agenda. Stakeholders such as Provincial of Education, District of Education, Teachers, Health Center, Commune Committee for Women and Children, Village leaders will be included in our project.

4. Methodology

Based on our project plan, we the Cambodia team batch 17 have conducted these activities:

- Conducted a meeting dated 7 December 2012 at 2:30pm at Early Childhood Education Department, MoEYS between Change agents in batch 17 and Ms. Yos Or Arun and another 3 colleagues who are responsible for Home Based Programme under Early Childhood Education Department. The purpose of the meeting was to ask for support for project in general and to share what we have learned from Lund University and the International Programme on Child Rights, School and Classroom Management. We presented our change project *"Integration of CRC in Home Based Programme"*. After the meeting, they all agree to support our project. If our change projects succeed, they will raise it to national level. The meeting also discussed about the teaching material for core parents and lead parents and the material to conduct the orientation meeting with stakeholder.

- We have conducted a meeting dated 28 December 2012 with Ms. Sary Phally, chief of Early Childhood Education Office, Provincial Department of Education, Takeo province. The purpose of this meeting was to introduce our change project on Integration of CRC in Home Based Programme, and asking for support for our change project. During the meeting we discussed about the ECE status, especially the Home Based programmes background in Takeo province. We also informed the chief that Takeo is a province which we have selected to conduct the pilot project. If she will agree to let us

do our project the PoE (Provincial office of Education) will support the project and that we hope it will bring a positive impact to the families who have young children in the community. After the meeting she did agreed to support our project on two important matters1. She will look for a village which have young children under 6 years old. 2. She will discuss with a key person who are responsible Early Childhood Education in District level and Commune level.

- During the training course on Early Childhood Development which was held from 13-18 February 2013 in Takeo province, this training provided for sub national core trainer from 12 provinces (136 persons, female 93). During this training, Prak Kosal had a separate meeting with Ms. Sary Phally, chief of Early Childhood Education Office, Provincial Department of Education, and Mr. Kim Mann, Vice Chief of District of Education office, Batty District, Takeo province. The meeting focused on our change project. Mr. Kim Mann said that he very much appreciated the change agents that selected Batty District for the pilot project and he will support us to conduct the project in *Pea Ream Village, Pea Ream Commune, Batty District, Takeo province*. Based on our project he will prepare a new Home Based structure and include *core parents, lead parents, and parents' member.*

- Conducted an orientation meeting dated 28 September 2013 with stakeholders; 1 person from Provincial of Education, 2 from District of Education, 1 School Principal, 1 from Health Center, 1 from the Commune Committee for Women and Children, 1 Village leader, 1 Core Parent, and 3 project team, amount 11 persons at the meeting room of the District of Education (DoE), Batty district. The meeting focused on the project change concept of the Integration of CRC in Home based Programme. The meeting included a presentation as below:

  1. Presentation on CRC concept and experience from International Training Programme on Child Rights, Classroom and School Management in Lund University, especially school visits in Sweden.

  2. The priority of Home Based Programme in the policy and Education Strategic Plan (ESP)

  3. Presentations on the purpose of the project which will be develop the capacity for practitioners in Home Based Programme.

  After the meeting all stakeholders were very appreciative with our project which will increase the numbers of fathers involved with Home Based Network and improve the living condition in the village.

- Conducted a workshop for practitioners on the new training manual from 26-27 October 2013 at Pea Ream village. The total number of participants is

20 people; include 15 practitioners, 2 DoE officers, 1 from the health centre and 3 project team members. The workshop agenda included:

1. Introduced the workshop objectives

2. Presentation on Child Rights (3Ps concept: include provision, protection and participation)

3. Roles of core parents, parents leaders and parents members

4. Developing the concept of the child: all babies come into the world programmed and ready for learning. By the age of two or three, most will be showing all characteristics that make us human-walking, talking, thinking, socialising, showing emotions and solving problem. It is a remarkable achievement in such a short time. At no other time in life will they learn so quickly.

5. Caring for children: in caring for young children, care givers (parents, grandparents, siblings, and all the family members.) are performing a very important role. They hold the future of the communities in their hands.

6. Learning through play: through playing, children learn about themselves, learn about environment around, and everything surrounds them, when they play, they learn how to solve the problems, and learn how to live together in harmonious with others children, they increase their creations and develop their life skills.

7. Health and nutrition: all parents want their children to be healthy. Healthy children are happy and active; they do well at school, and reable to become an active part of their community. Keeping children healthy can be difficult for some families, however, especially in communities where drinking water is dirty, or sanitation is poor, or where people do not have good hygiene practices. Children can catch serious diseases in such conditions. Many die or become disabled. Most of these diseases

are preventable, however, if families and communities take practical, low-cost actions. In this booklet we look at the main risks for babies and young children's health, their causes and how to prevent them. We also consider how to teach children practices that will keep them safe and healthy both now and in the future.

8. Going to school: starting school is an important step for every child. All boys and girls should start school at the age approved in their country.

9. Introduced the training for kids include notebooks, teaching and learning materials such as story books, posters and leaflets.

- Follow up and monitoring:

After provided orientation meeting with stakeholders and conducted a workshop for practitioners on the new training manual. We, the project team, have conducted the monitoring to the Pea Ream village as below:

1. On 23 November 2013, we have conducted the first of supporting monitoring. During the monitoring, we have used the monitoring tool which produced by Early Childhood Education Department, MoEYS. And also discussed with village leader about the core parent and parent leader activities, what the positive and negative impact of the project.

2. Based on the first monitoring, on 28 December 2013, conducted the second of supporting monitoring. This time, we have visit the families who are participated in the Home Based programme and also invite them to join in the short refresher meeting among the target group. Together we have reflected on the content of the workshop and recalled the concept of the workshop activities and supported with the story books, parental education leaflets and health break for children to all parent members.

3. Mentor's visit: On 23 January 2014. Lena Andersson, mentor for Cambodia CRC network, conducted a monitoring with Cambodia

CRC network include team batch 17, team batch 12, and team bath 14. During the trip she had a short meeting with DoE officers who are responsible for early childhood education to make a short presentation about ECE status in Batty District include home based programme in Pea Ream village. And then the team visited the home based programme in Pea Reap village and observed the activities between children and parents, connection between core parents with parent leaders with parent members. Especially the attitude of and the relationship between parents and children.

5. Results

The interview between batch 17 and a father:

> **Miss. Um Lakhena:** After traning the CHC concept include 3Ps, in the name of parents what do you think of taking care for children?
>
> **Mr.Chhea Sokea:** I'm very happy for this programme. In the previous time, I used to think that housework and taking care for children are women's task, but after the training I understand that fathers are very important in the families like mothers too. My wife has to work for garment factory at the day time so I have to look after children. The first time it was a bit difficult for me to take care for children and I did not have much free time to visit friends or go for a walk like before.
>
> I realised my wife works hard to take a good care for children. Fathers can do a lots things like mothers, we can teach our children, play with them, telling

Based on the project plan, we agreed on the following goals:

Outcome: The practitioners will understand how a relationship between parents and young children based on participation will benefit a child´s living and learning condition.

We have had the meeting between stakeholders including Early Childhood Education Department (MoEYS), Key persons who are in-charge of ECE in Provincial of Education, District of Education and Community and they have agreed to change the concept "core mother, group mother leader and mother member". Refer to gender concept, all the stakeholder very appreciate for our project change which will be pilot in *Pea Ream Village, Pea Ream Commune, Batty District, Takeo province*.

We also had conducted meetings between us and Mr. Chhon Cheang (batch 14) he is the key person who are responsible for Home Based programme in Early Childhood

Education Department. He has agreed to help us to prepare the effectively training material for the orientation workshop with stakeholders, core parents, lead parents, and parent member.

Unexpected results and activities related to our project

On 16 November 2012 at Early Childhood Education Department, during the meeting about ECD training course for sub national core trainer, we also took the opportunities to share the knowledge about the 3Ps because this meeting relates to the content of the training. If the training course integrate the 3Ps concept in the agenda, it will be better because the sub national core trainer will share to preschool teachers and core parents in their area.

On 26 November 2012 at World Bank office, Mr Prak Kosal shared the importance of CRC, the articles and the mentor's presentation to the key persons who are responsible for education in the World Bank and at UNICEF. He informed them on the effective training course management and course design, quality assurance and results based management, CRC international convention, and school study visit in Lund. They were happy to hear that his presentation met with the goals of their organization.

On 14-20 December 2012, Prak Kosal, participated in join monitoring with H.E Sam Sereyrath, General Director of Education to Kampong Thom and Preah Vihear province. During these missions they visited all types of ECE services which includes Home Based programme in those area and learned about the real activities in disadvantages area.

On 11 December 2012, Prak Kosal, make a presentation on Early Childhood Education – Sub-sector Result Based Management in workshop at Siem Reap province which have difference participants include high level of MoEYS, Director of provincial department of education in 24 provinces, and development partners include (Sida/Sweden, UNICEF, World Bank, EU, UNESCO, Save the Children…). During the workshop, Prak Kosal presented why we are implementing

the sub-sector Result Based Management (RBM), What is it? and Progress toward having it in actions.

6. Discussion and Reflection

Referring to the change project, we still have some activities left, but we have had received successes with the activities as mention above. The activities have become a success because we work by heart and commitment after the face to face learning at Lund University, we also cooperate in order to develop and achieve. All relevance people involved in the Child's Right implement are welcoming changes because we try to mainstream Child's Right understanding to them. The successful activities above are going on the right track, but we, the change agents, need to use effectively communication skills including formal and informal communication with all stakeholders to advocate and convince them to support our project plan.

We are thankful to the international training course on Child Right, Classroom and School Management supported host by Lund University and donated by Sida /Sweden. And we are sharing what we have learned from Lund University to our organization as below:

Mr. Prak Kosal: The training course in Lund has allowed me to understand more about education status in difference countries especially about CRC implementation and classroom and school management in poverty areas. The systematically of education in Sweden is a useful model which needs to improve ECE services in Cambodia. Regarding the attitude change, I have committed to improve the family communication including interaction between my both daughters with parent base on 3Ps concept. And I have also improved the internal communication in Early Childhood Education Department and in line of the early childhood education on sub national level base on results base management concept. I expected that ECE services in Cambodia will be change from tradition track to RBM track.

Miss. Lakhena and Mr. Dara: We have learned from Lund he importance of "Change concept" and it is still in our hearts. When we have class at Regional Teacher

Training Centre, we try to use the effective teaching method which advised by mentors and share CRC concept to students because all our students will become to the teacher in lower secondary school in different areas.

We believed that we have selected the right topic *"Integration of CRC in Home Based Programme".* The HB programme is a main service in Early Childhood Education in Cambodia and all 24 provinces have implemented it in their area.

7. Way Forward

On 20-23 December 2012 at Svay Rieng province, Early Childhood Education Department conducted an annual meeting, participated by all ECE key persons from 24 provinces. We made a presentation on CRC in school and classroom - from curriculum to practice.

Because of the good impact of the project on Integration of CRC in Home Based Programme, especially change concept (mother to parents). Early Childhood Education Department, MoEYS developed a new manual and guidelines which will be used in national wide:

- ✓ Guideline for home based programme

- ✓ Parental education manual

Way forward for sustainability for the change agents in Cambodia

On 4th of December 2012, the Swedish Embassy invited us to join an alumni cocktail at 6 o'clock evening. There were many people who joined it. We shared our experiences to each other. All of had been trained at various skills include the sciences and social sciences in Sweden. We were served with some snacks and drinks. The Swedish Institute also told us about the scholarship in Sweden for the new academic in 2013. They explained us how to link the website of the scholarship in Sweden. It was a great time for us to get to know each other and get the important information.

On 21st of January 2013, we had a meeting with our mentor, Lena and all the CRC change agents in Cambodia. This was the first network meeting of Change Agents of Cambodia. We were fifteen Change agents from five batches, 12th, 14th, 15th, 16th and 17th. First we got to know each other. Second, we explained about our different change projects purposes, and achievements. And we also worked together to resolve the problem that we have met. Finally, we vote Ms Chin Yahan to be the board for the National Change Agent Net Work of Cambodia, and two boards of regions, Mr Seuy Vongsy is the board of Change Agents in Stung Treng and Mr Chhon Chheang is the board of Change Agents in Phnom Penh. We will hold a National meeting one or two times per year.

On 26 January 2014, Lena Andersson, Mentor of Cambodia CRC change agent conducted a meeting among batch 12, batch 14, batch 15, batch 16, batch 17, and batch 19. The agenda of the meeting include:

- Welcome remark and reflection by mentor

- Presentation by each member of the meeting

- Way forward: All Cambodia change agents agreed as below:
  o Create CRC Cambodia Facebook
  o Share CRC information or material
  o Create CRC Library and Folder in Early Childhood Education Department.

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China

China has its first team in batch 1 (2003) and in total 11 teams and 32 change agents in batches 1-19 (October 2013).

Level	Change Agents	Change Projects	Comments
National	3	0	
Region/Province/District	24	5	TeacherTraining
Local	5	6	

Table 1. Change Agents´ professional position up to present batch (Batch 19), and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

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

Area: 9,706,961 km²

Population: 1,354,040,000 (est. December 2012)

Capital: Beijing

Independence: 1912/1949

Official Language: Mandarin

National Country Coordinator: Sun Baijun (baijun_sun_9@hotmail.com)

CHINA

A follow-up on the previous CRC change projects in Inner Mongolia — to form a knowledge base for a network of teacher trainers for implementation of CRC

Ren Lei, Wu Xiaochun, and Guo Xuelin

1. Frame of Reference

The People's Republic of China ratified the Convention on the Rights of the Child in 1992. Based on the Art.28 of CRC, the World Declaration on the Survival, Protection and Development of Children and the Plan of Action for Implementing the World Declaration on the Survival, Protection and Development of Children, China has, with reference to the country's actual situation, enacted the Children's Programme , the National Education Reform and Development Programme and a series of other laws and regulations that guarantee children's right to receive education, and ensure equality of opportunity in this regard. Meanwhile, the government has laid great importance on the quality of the education for children. Having come to recognize the restrictive effect on student individuality of examination-based studies and neglecting personal qualities, China has initiated a shift oriented towards high-quality education which encourages student involvement in their own education and in decisions regarding school spirit, the classroom atmosphere and school songs, course evaluations and various other respects of life. These foster a democratic consciousness and encourage schools to listen to students when undertaking reform.

However, Inner Mongolian Autonomous Region, as one of the frontier regions in China, has suffered from some setbacks in education, although the learner-centered system has been advocated for more than ten years. The schools have still adopted the examination-based teaching and learning with teachers' dominance in schools.

Fortunately, the education commission at the regional level has established the close relationship with SIDA. Until January 2014, there have been 28 change agents from Inner Mongolia Autonomous Region who have participated in 11 batches (Batch 1 to Batch 19) of CRC international training programs held by Lund University in Sweden. Among them, 22 are teacher trainers and most of them work at teacher training colleges/universities. Meanwhile, these change agents have conducted the required projects back at different schools and colleges covering the different issues of CRC, such as improving participation in and outside the classroom, setting up learner-friendly schools, teacher-training under CRC, etc.

2. Purpose

According to the above situations, our change project has been planned to reach the following two purposes:

a) to reflect on the previous projects carried out in Inner Mongolia so as to obtain knowledge for suggestions and proposals for further development of CRC teacher training programmes in Inner Mongolia through qualitative description and analysis;

b) to build up the foundation for forming a network of teacher trainers for further implementation of CRC in the region, Inner Mongolia.

In order to achieve the purposes, the change agents of this project take all the 22 teacher trainers in Inner Mongolia (from Batch 1 to Batch 19) as targeted groups, and take all the change agents in Inner Mongolia, related schools, colleges and trainees as stakeholders.

3. Methodology (Activities)

In order to fulfill the two purposes of the project, we carried out the following activities or methodology as below.

- Wu Xiaochun and Guo Xuelin interviewed trainees from the national in-service secondary school training programme in IMNU on Dec. 26, 2012 to find out the feedback on Wu Haiyan's CRC training session, their reflections and proposals;
- Wu Xiaochun and Guo Xuelin interviewed all the 5 previous change agents from IMNU on the process about their projects, the achievements and problems, future plans, and proposals to CRC implementation in Inner Mongolia, especially concerning teacher training;
  -Ren Lei interviewed a previous change agent Li Jingxia from CFU and other participants of their projects in December, 2012 to understand the process and feedback of their project, the achievements and problems, and proposals to CRC implementation;
- Ren Lei conducted a telephone interview with Zhao Xiaojing, Head Teacher of Chifeng Civil-Operated Kindergarten on Dec.16, 2012, in order to understand the existing education philosophy and teaching methods in preschool education, so as to find out proposals for the future CRC implementation;
- Ren Lei gave lectures to 44 Core Teachers of CFU to introduce some basic knowledge of CRC during the English Training Programme for the Core Teachers of CFU from Jan.8 to Jan. 10, 2013 and organized a discussion among the participants about 3Ps and their attitudes towards learning, in order to introduce the basic CRC ideas and find out their reflections on this issue;
- In June 2013, Ren Lei held a lecture with the students in Pre-Education Department (92 students);
- In September 2013, Ren Lei organized a workshop with the English teachers in the English Department on CRC and Participatory Teaching/Learning Approach. (32 teachers);
- In September 2013, Ren Lei organized a workshop on the participatory teacher/learning method with teachers from other departments (12 teachers);
- In November 2013, Ren Lei held a lecture with the third-year students from the English department (55 pre-service English teachers);
- We read and analyzed the related project plans, progress reports and final reports written by the previous change agents from Batch 1 to Batch 19, and some relevant documents, for example, *Convention on the Rights of the Child.*
- In January, 2013, an online communication tool was established, which is a QQ Group called *CRC in Inner Mongolia,* and the majority of all the participants of the international programme have been recruited. It aims to strengthen exchange and cooperation among all the participants with the power of the Internet despite

the long distance between them, and to provide powerful web safeguard for forming a network of teacher trainers for the implementation of CRC;

- In June, 2013 & December, 2013, as part of our project, we actively helped to organize 2 *Inner Mongolia CRC teacher training network meetings* under the leadership of Mr. Sun Baijun and Mrs. Wu Haiyan, and supported by the visiting mentor, Professor Per Wickenberg, to strengthen the exchange and cooperation and lay a solid practical foundation for the sustainable development of CRC programme in the whole region.

3.1 Qualitative description and analysis

Since our change project is mainly about a follow-up on the previous CRC change projects, we three change agents mainly conducted the above interviews, read the above related documents, and analyzed the data collected from the above activities for the following qualitative description and analysis.

3.1.1 The two Ps implemented in all the previous CRC projects among the 3 Ps

In all the previous projects carried out by change agents, participation and protection have been used among all the 3Ps. The following are some typical examples.

The two Ps implemented by Batch 1

Change agents Mr. Pan Juanqiang (project officer of Department of Personnel, Ministry of Education) and Mr. Sun Baijun (deputy director of Teachers Management Division of Inner Mongolia Education Department), conducted their change project "*A Case study on Implementing the CRC at Child Friendly Schools in Kulun Banner/County in Inner Mongolia*". Their project is actually a further development of their Child Friendly School and school development project (CFS and SDP) hosted by the UNICEF.

- The school-based teacher training seminars were hosted to help teachers to learn to handle participatory classes, which was also a necessary entrance for them to make curriculum and textbook reforms under the state curriculum reform framework. After the seminars, over 80 % of the teachers were able to operate student-centered and activities-based classes.
- The CRC Workshop within schools joined by nearly 400 local community leaders, parents, teachers and children and chaired by relevant education and law experts were held. This made most people in the community realize the importance of implementing CRC for children's best interest and self development through participating training activities. It has been very helpful to

establish a strong background for creating a child participating learning environment.

The two Ps implemented by Batch 10

Change agents Ms.Chao Kuiou (senior teacher in Tongliao No.1 Middle School), Ms. Zhang Lixia (deputy headmaster of Teacher Training College of Yuquan District), and Mr. Zhang Zhixin (deputy headmaster of No. 1 Middle School of Helinger County) conducted their change project "*Students Participate in Classroom and School Actively and Enjoy Their Rights Better*".

- Group work adopted in the class (six students in one group, to enhance students' active participation and cooperation in learning)
- English corner every Saturday afternoon and English speech competition held (At the end of September, 2010)
- Class council set up to help manage the class and class meeting held every Monday afternoon
- Parent council set up in order to improve school management and parent meeting held every month
- School student council set up to participate in the school management
- Giving lectures on CRC to make other teachers learn about the most advanced teaching ideas and methodologies by taking advantage of what she learned and saw in Sweden. She focused on respecting children, taking children's rights seriously, all for children, how to make children participate in class and school management indeed and how to make them live and study in an environment of love and harmony. Till now, Zhang Lixia has given lectures on CRC to as many as 500 teachers in both Liangcheng County and Yuquan District in Hohhot.
- Creating the principal mailbox; setting up the student council; Encouraging students to write articles on child-friendly school, child-friendly principals, and child-friendly teachers; Esteem individualities of every student; Form students into different groups according to their own interest.

The two Ps implemented by Batch 11

Change agents Mr. Lu Lan (lecturer of Tongliao Vocational College), Ms. Xu Chen

(vice head teacher of No. 3 Middle School in Hohhot City) and Ms. Wu Haiyan (dean of Foreign Languages School in Inner Mongolia Normal University) conducted their change project "*To raise the awareness of the school teachers in their understanding of the CRC, in particular, child participation in relation to teaching & learning & promote students' participation in & outside class*".

- Organize a discussion entitled *"Are child rights important?"* in class, of whom 8 students are selected to join a debate with four on Side A and four on Side B.
- Select volunteer participants to make hand-written newspapers to be demonstrated on the walls of the classroom, the contents of which are to be at their own disposal.
- Organize an opinion-pool activity based on the questions with multiple choices to be answered by students in groups
- Organize students to give performance according to the plots in a play of our textbook. Lines as well as costumes are designed by students themselves
- Require participants to offer topics for discussion which interest them and help the lecturer to prepare for the teaching process
- Conduct questionnaire investigation to get some information about teachers' and students' present situation in English teaching and learning with regard to participation
- Present brief information to the students about CRC, her experiences in Sweden and also her understanding of the participatory teaching approach.
- Get students involved in the learning process and use the materials collected by students before class for different learning purposes
- Organize some interesting activities to encourage the students to take part in, for instance, having students to play a short drama on their birthday party when teaching the lesson *"Module Eight: Birthday Party"* from Book 1, 7th grade
- Create equal opportunities for all students to speak in class by organizing a micro-class time of 3-4 minutes at the beginning of each class, when two or more students perform a situational conversation in English. Students themselves form groups, select topics and situations before class, and they take turns to perform in class
- Organize students to make two hand-written newspapers and put them on the wall of the classroom for display and enjoyment
- Organize students to make posters on the topic of EXPO
- Engage students in more participatory activities on "Teachers' day" and the "New Year celebration', including singing English songs, playing textbook drama, dancing, and playing music instruments

The two Ps implemented by Batch 12

Change agents Ms. Li Jingxia (dean of Foreign Languages School of Chifeng University), and Ms. Jiang Shuqin (senior teacher of Ningcheng Upper Secondary School in Chifeng city), conducted their change project "*Students' Participation in Class and School Management*".

- A seminar with the head master and teachers of the experimental class was hold to get to know the current situation of the students and their families, as well as the

teaching method and their knowledge on CRC. The discussion was very energetic and passionate. The teachers also listed the difficulties.

- They hold a students & parents meeting which invited all the students, parents and the class teacher to find whether they knew something about CRC and whether teachers and parents protected children's rights.

- After the conversation in the above students-parents meeting, they asked them to do a survey about CRC at home and bring it back by the students on the other day (due to the absence of some parents). There were two sets of questionnaires with questions of the same objective but different description handed out respectively to parents and children.

- Change the conventional educating mode into effective teaching mode and adopt the Group Cooperative Learning Method in class in the experimental class

- Class meeting for the establishment of learning groups without being disturbed or instructed by teachers or other adults before implementing the group cooperative learning

- Class meeting for discussing the problems found in group cooperative learning and the solutions after a period of implementing the group cooperative learning with teachers involved

- Promote student-centered education through student´s centered teaching, student´s centered Sports and Arts Festivals, which were planned, organized, judged, and awarded totally by students themselves, without being interfered by teachers, and Singing, Speeches & Textbooks Plays Contests to encourage their all-around development

- Democratic student-centered class management were advocated and encouraged in the school

- A staff meeting was held with the support of the principal, at which all the teachers in the school learned about the rights of children in education in general and are advised to improve the relationship between teachers and students by being more patient with students and providing students with a more democratic learning environment. Two months later, Ms Jiang made a survey and found that students were able to learn in a more effective way.

- Accommodation supervising council was set up to supervise the quality and prices of dishes in the several dining halls located in the campus. Therefore, students felt more secure about the food and are ready to put forward suggestions on how to improve the accommodations of their school.

- Parents meeting was held to not only inform parents of their children's performance but also CRC and the importance of dealing with teenagers equally and respecting youngsters and their rights in determining their own study and life.

- Group work / pair work/daily report were often used to encourage students' participation in class

- Mailboxes to principals have been started
- Training workshop for all the English teachers to change the attitude and teaching methods. After that all the teachers gradually showed respect to the students and used the new teaching methods. They were friendly and smiled brightly. The students enjoyed the new ways and participated in class actively.
- Some main items of Convention on the Rights of the Child and were selected and printed. Later, the copies were distributed to the teachers so that teachers can know some detailed contents of the convention. Besides, all the students each got one copy to get a general understanding of their rights of provision, protection, development and participation and so on.
- Teachers of other subjects more or less change their teaching methods according to CRC principles and show more respect to students' rights. Through these efforts, the convention has received recognition from both teachers and students, and has positive effects on their teaching and studying
- The parent's council, which consists of about 12 persons, was set up and the parents can participate in the school management

The relationship between the above participation and protection activities and teacher training

Participation and protection are well displayed in the similar activities conducted by all the batches. They are the product produced in fieldwork, so it is practical food for teacher training thought. Teacher trainers can employ them as examples of case studies when they train their students in participatory teaching approach and right-based approach to education.

3.1.2 Teaching methodologies adopted in all the previous CRC projects

Communicative language teaching, task-based language teaching, student-centered teaching, participatory teaching approach and right-based approach to education are used. The following are some typical examples.

In Batch 11, there is one change agent called Wu Haiyan from IMNU, who is Dean of Foreign Languages School in IMNU

- The participatory approach to English teaching and the concept of CRC were introduced to a group of post-graduate students, majoring in English Pedagogy. Students were actively involved in the discussion on the relevant topics such as child rights, school systems, classroom environment. They were going to have their teaching practice in various secondary schools in Inner Mongolia or outside the region and were expected to apply some of the ideas of CRC or participatory teaching approach in their English classes.

- The participatory approach to teaching English with a focus on CRC was introduced to 40 senior undergraduate students, who were English majors and would graduate in July 2010 and hopefully they would bring some changes to the schools where they were going to work
- During the mentor's visit in June 2010, a lecture entitled "Child- the future of the world" was delivered by Professor Per Wickenberg and Professor Haken Hyden when they visited Hohhot. More than 400 undergraduate students, about 350 English majors and some 50 Law majors attended the lecture
- In October, 2010, the participatory approach to teaching English with a focus on CRC was introduced to 120 senior undergraduate students, who were English majors in four classes and would graduate in July 2011. They were going to have their teaching practice in various primary and secondary schools in the country or grassland. They are expected to observe the school context, try to incorporate the conception of CRC or participatory teaching approach in their English classes
- Give lectures to the teachers who come to IMNU for continuous education courses to spread the same ideas above
- Try to engage the English graduates in the participatory teaching approach and CRC conception in a more systematic way so as to help them implement these ideas when they teach in kindergartens, primary and secondary schools

In Batch 12, there is one change agent from CFU. She is Li Jingxia, Dean of Foreign Languages School of Chifeng University

- Had classes with the students and chatted with them after class and found, just like what the teachers told, some of the students did not participate in the class and do something else. They said they just could not help doing so because they were boring in class and do not know what to do.
- Hold a students & parents meeting which invited all the students, parents and the class teacher to find whether they knew something about CRC and whether teachers and parents protected children's rights.
- After the conversation in the above students-parents meeting, asked students to do a survey about CRC at home and bring it back by the students on the other day (due to the absence of some parents). There were two sets of questionnaires with questions of the same objective but different description handed out respectively to parents and children.
- Changed the conventional educating mode into effective teaching mode and adopt the Group Cooperative Learning Method in class in the experimental class
- Class meeting for the establishment of learning groups was held without being disturbed or instructed by teachers or other adults before implementing the group cooperative learning

- Class meeting for discussing the problems found in group cooperative learning and the solutions was held after a period of implementing the group cooperative learning with teachers involved.

In Batch 14, there are two change agents from IMNU. They are Narisu, head of the English Department of IMNU, and Chen Jiangang, head of English Teaching and Research Office in the English Department of IMNU

- Before and during the CRC Bach 13 visit and Progress Workshops in Hohhot in June 2011, the change agents in IMNU made great advantage of this opportunity to carry out several activities, spreading the idea of CRC among teachers, students and administrators as well, such as a meeting between the IMNU President and Batch 13 members, a discussion meeting held between all the guests, the teachers and students of the Foreign Languages School, a mini demonstration class using participatory approach presented to the visitors by Hong Ying, a young English teacher.
- Lectures were given to over 100 under graduate students, who are going to have teaching practice in about 50 secondary and primary schools across Inner Mongolia, on preparations and requirements of teaching practice, CRC, the importance of protecting child rights, some strategies and skills of motivating children in classes, making friends with them, and exerting their potentials, etc. Other motivation lectures to about 50 Mongolian undergraduates, were delivered in September, during which the CRC concept was also disseminated. They expressed their understanding of the concept and decided to put it into practice.
- CRC training classes have been given to most middle-aged and young in-service teachers in Inner Mongolia Autonomous Region, and all the students majoring in education in IMNU.

In Batch 16, there are two change agents from IMNU. They are He Zhiying, lecturer of the English Department of IMNU, and Wei Jianqiang, lecturer of the English Department of IMNU.

- A lecture on CRC was given to the target class. At the end of the lecture students got an assignment to do during summer vacation (July 16th –August 26th). Students needed to collect some websites concerning child/child rights/child issues. Students need to collect materials about any aspect/issues/situation they are interested in child rights and they need to make a poster board during the first two weeks of the new semester which starts on Aug 27th.
- A discussion meeting with the target class was held about how they can implement participation and protection during their four months of internship at the local schools. Students are encouraged to implement the CRC during their internship in their classrooms and to talk about CRC with their colleagues.

Students are suggested to wear the "child rights glasses" to observe the real life situation in classroom and school. They are suggested to prepare a Child Rights-in School-and-Classroom note book to take down what they have observed (collect cases) and their thoughts about it. They are requested to write a reflective report on the implementation of child right in the context of classroom and school at the end of their internship.

- A Workshop with target class was held to discuss about the outline of Chapter One (Approaching Child Rights Convention) of their teaching material and the content of this introductory chapter was worked out. Some selections from Chapter Six in the book *Changing Childhood* were discussed and students were assigned to translate them in groups.

- A Translation workshop on the selected materials from Chapter Six, *Changing Childhoods,* was held.

In Batch 18, there are three change agents. They are Jiao Feng, head of Teaching Affairs Office in Tongliao Vocational College, Qi Ying, vice dean of Public Foreign Languages School in Hulunbuir College, and Ma Jingxin, lecturer of Foreign Languages School in Chifeng University

They try to implement CRC-based participatory teaching approach at the three universities in order that the pre-service teachers can use participatory teaching in their future work. They trained teachers, including teacher trainers, in the three universities on CRC and participatory teaching approach through demonstration lessons, lectures, teacher salons and workshops. They also promoted research on participatory classes and CRC. In order to promote the above plans fully, they even set up an office called CRC Office in the university. As a result, for example, the participatory teaching approach has been widely promoted in TVC. At present, 60 courses were taught with Participatory Teaching Approach by 160 teachers in TVC. Miss Wang Xiaoling and Mr. Jiang Haiqing, from TVC, won the first and second prize in teaching competition of Inner Mongolia by using Participatory Teaching Method. It's the highest level teaching contest in Inner Mongolia.

The relationship between the above teaching methodologies and teacher training

The above mentioned teaching methodologies used in CRC projects are also useful for common teachers in their everyday teaching, because teaching is not only about knowledge or skills. Teachers' teaching targets are all children with their own opinions, and they also need to have their voices and rights heard and respected as a human being or an adult, rather than only be treated as a pet or passive individual. Then they can develop healthily and happily both physically and mentally. So, teacher trainers can use all the above teaching methodologies when they train either

pre-service teachers or in-service teachers, to make them feel the necessity and advantages of applying these methodologies to teaching children in real classrooms.

3.1.3 Teaching/learning/educational materials produced so far in the CRC Projects

In Batch 2, Wang Yueming (lecturer from Tong Liao Professional Technical College) and his colleagues compiled a Chinese-version reference book called *CRC and New Curriculum Reform* Reference Book. The book consists of three parts. The first part explains the connotation and spirit of CRC; the second part selected some documents and works that probed into CRC and basic educational reform and new curriculum reform in teaching process. This part relates to teaching pattern, relationship between teachers and pupils, teaching evaluation etc. In Part Three, they edited some articles that go further into the route and tactics of school-based teacher development.

In Batch 11, Mrs. Wu Haiyan, from IMNU, tried to formulate a training material for the other two change agent teachers involved so that they could have an in-depth, theoretical understanding of the participatory approach and some practical classroom procedures to apply the approach.

In Batch 12, Ms Jiang Shuqing, from Ningcheng Upper Secondary School in Chifeng city, selected some main items of Convention on the Rights of the Child and were selected and printed. Later, the copies were distributed to the teachers so that teachers can know some detailed contents of the convention. Besides, all the students each got one copy to get a general understanding of their rights of provision, protection, development and participation and so on.

In Batch 14, Narisu and Chen Jiangang, from IMNU, have been active in compiling a bilingual CRC course book named "Child Rights Protection and Foreign Language Teaching" under the leadership of Mr. Sun Baijun and Professor Wu Haiyan. They have so far worked out the book outline and some chapters. At the same time, Ms. Zhang Aihua, from TVC, has been editing a CRC teaching brochure.

In Batch 16, He Zhiying and Weijianqiang, from IMNU, have been compiling a CRC course book in Chinese for IMNU's common optional course on CRC named *Child Rights Protection and Classroom Teaching.*

In addition, there are also some simple teaching materials designed by the change agents in most batches, to disseminate CRC and participatory teaching approach. Most of them take the form of PPT or handouts.

The above materials are very necessary for teacher training, showing the importance of respecting children's rights, the 3Ps, some useful teaching methodologies, and even

some case studies. So they are really good materials for teacher training whose teaching targets are children with self-awareness to some degree.

3.1.4 Development in adding new CRC-related courses into curriculum

New courses have been added into curricula at college, district, regional or national levels as follows:

- To train in-service English teachers, Narisu and Chen Jiangang modified the training programme after repeated discussion with related administrators in IMNU and submitted formal teaching plan to the Ministry of Education. The addition of a new course named "Child Rights Protection and Foreign Language Teaching" into a national training programme for in-service teachers was finally approved in September, 2011, and English teachers from different parts of Inner Mongolia will receive CRC education with focus on classroom management.
- To train pre-service teachers, the change agents in IMNU worked together to carry out discussions and surveys so that the application of a common optional course on CRC named "Child Rights Protection and Classroom Teaching", which is open to all undergraduates in IMNU, has been approved in May, 2013.
- The addition of the "Child Rights Protection and Foreign Language Teaching" course was also approved in the in-service teachers' training programme of Yuquan District, Hohhot, in October, 2011. The course has been lectured by Narisu, which also achieved expected results.
- With Liu Haihong's and other change agents' effort, their teaching syllabus has been altered by adding CRC course into pre-service teachers' training programs as a compulsory course in the the teachers' training faculty in Tongliao Vocational College, thus creating a very favorable atmosphere for CRC dissemination

3.2 Build up the foundation for forming a network of teacher trainers for further implementation of CRC in Inner Mongolia

- In January, 2013, an online communication tool was established, which is a QQ Group called *CRC in Inner Mongolia,* and the majority of all the participants of the international programme have been recruited. It aims to strengthen exchange and cooperation among all the participants with the power of the Internet despite the long distance between them, and to provide powerful web safeguard for forming a network of teacher trainers for the implementation of CRC;
- In June 22, 2013, as part of our project, we helped to organize *Seminar on Implementation of CRC-based Teacher Training in Higher Education Institutes in Inner Mongolia* actively in Hohhot under the leadership of Mr. Sun Baijun and Mrs. Wu Haiyan, supported by Professor Per Wickenberg, to strengthen

exchange and cooperation and lay a solid practical foundation for the sustainable development of the programme in the whole region. During the seminar, most of the CRC change agents in all the 4 teacher training colleges/universities in Inner Mongolia, involved in the CRC international training programme, took part in the seminar. The participants talked about problems and difficulties in implementing CRC, the sustainability of CRC project, the construction of CRC network, and displayed teaching materials from different universities. After the seminar, all the conferees agreed that the seminar was groundbreaking and far-reaching from the above perspectives, and expected that similar annual network seminar/workshop would be held in the future.

- In December 7, 2013, as part of our project, we helped to organize *The Second Inner Mongolia CRC Teacher Training Network Meeting* under the leadership of Mr. Sun Baijun and Mrs. Wu Haiyan, and supported by Professor Per Wickenberg, to further strengthen exchange and cooperation and lay a solid practical foundation for the sustainable development of CRC programme in the whole region. New blood from Batch 19 & the future batch Batch 20 also participated in the meeting. The participants mainly talked about what is common about all the change projects, what conclusions can be drawn, how to strengthen the collaboration of the CRC change agents in the CRC TT network and what the future batch Batch 20 can do to further the CRC international programme sustainably, which is a valuable reflection on what has been done and what can be done in the future.

It has also been decided that *The Third Inner Mongolia CRC Teacher Training Network Meeting* will be held in TVC, Tongliao city, in 2014.

4. Results/Conclusions

From the above activities on the implementation of CRC-based change projects in Inner Mongolia, we can find out that all of the change agents have made great effort and contribution to the implementation of CRC in the region under the guidance and support of their mentors and respective administrative leaders. However, as Batch 10 once remarked about their project, "Changing is not that easy, because it means difference, it means revolution, it means reform", so almost every change agent will encounter some problems, that is, there is a long way to go in implementing CRC change projects fully.

For example, in some CRC experimental schools, some principals and teachers lack enthusiasm and participation in CRC dissemination and participatory teaching approach due to some commonly known reasons in China.

In all the 4 teacher training colleges/universities, involved in the CRC international programme in Inner Mongolia, only half of them, IMNU & TVC, have started to spread CRC course, either as a compulsory course or an optional course, from English majors to non-English majors in their curriculum.

As for textbooks/teaching materials, it is a pity that all the CRC-based textbooks/teaching materials finished was written in Chinese or English, because Inner Mongolia is a place where most students of Mongolian nationality live in the whole country.

For the CRC network in Inner Mongolia, it can be seen that a good foundation has already been laid, however, much more still needs to be done to keep CRC dissemination and implementation sustainable in the long run.

5. Discussion and Reflection

In order to advance the further development of CRC implementation in Inner Mongolia Autonomous Region, based on communication with previous change agents and our collective qualitative analysis, our batch tried to nalyzed the causes and offer some proposals for future development of CRC implementation from the perspective of teacher training as follows.

5.1 Causes

Main Favorable Factors

- Strong support from the authorities.
- Most of the teachers and students have urgent desire to change.

Main Unfavorable Factors

External

- The dominance of traditional teacher-centered teaching;
- Examination-oriented social environment;
- The contradiction between the advanced education philosophy from the school and the backward education philosophy from the parents;
- Long geographical distance between change agents;
- Lack of funds.

Internal

- Some teachers are conservative and reluctant to change.
- Some teachers (both pre-service and in-service), school leaders and students are willing to change but need more guidance;
- The lack of CRC teacher training quality assessment mechanism

5.2 Proposals

- Change agents in the same batch should keep communicating with each other about their latest progress and problems in teacher training and try to offer necessary advice and support. That is the same with the communication between them and previous change agents, and between them and their mentor.
- Principal is the key figure in implementing CRC.
- Try to increase the awareness of CRC (*CRC Glasses*) and sense of mission in implementing CRC in classroom teaching among principals and pre-service/in-service teachers.
- Help surrounding teachers to shift from teacher-centered teaching to child-centered teaching.
- Trainees should be informed that the participatory teching approach and the right-based approach to education are very useful in disseminating CRC, stimulating students' learning interest and enhancing the fulfilment of 3 P s for chilren, especially that of participation in the classroom.

- Try to find a balance in implementing CRC against the present background of the examination-oriented system, for example, even when students are peparing for examinations, the participatory way of learning can also be used.
- Make the participatory teaching approach and CRC an compulsory part in annual teacher training courses organized and sponsored by the government.
- If possible, teacher trainers should try to formulate training materials or course books of different levels so that pre-service and in-service teachers can have an in-depth, theoretical understanding of the participatory approach, right-based approach to education, and some practical methods to apply the approach such as daily report, pair work, group work, role play, task-based activities, English corner, interest groups, all kinds of contests, the use of questionnaires, talking with students, class council, school student class council, accommodation supervising council, mailboxes to principals, parent council.
- Some training materials or course books of different levels should also be edited in the Mongolian language or have the Mongolian version to ensure the dissemination and implementation of CRC among Mongolian students.
- Ask trainees to try to be democratic, soft, sympathetic and patient to any student, especially students in the period of puberty.
- If possible, a help system is expected to be established with the collective effort of trainees and school leaders to help chilren to enjoy their right at school happily, for example, to establish a Psycho Consulting Room in the school.
- Try to add some courses related to CRC to college or national pre-service/in-service teacher training programs through the great effort of teacher trainers and administrators to ensure the sustainable development of CRC implementation.
- For teacher trainer change agents, try to make the best use of mentor's visit and progress workshops to spread the idea of CRC among pre-service teachers, in-service teachers and administrators.
- For trainees, reports, lectures or workshops on CRC are necessary to be given or organized among relevant school teachers and administrators to raise their awareness and understanding of CRC to children's holistic development, and try to get their interest and support in implementing CRC in the school for the best interest of the child.
- Strengthen publicity and education in the importance of CRC and popularize CRC knowledge in society and families as well as in the school. For trainees, CRC workshops also need to be held among students, parents and the community to get their understanding, inspiration and cooperation in the implementation of CRC.
- If possible, involve more teachers, especially those of other subjects and more schools in the project with the help and support of school/college leaders and local or higher authorities.
- Try to make CRC course a compulsory course or an optional course in the college/university curriculum, from English majors to non-English majors, and

from pre-service teacher training programmes to in-service teacher training programmes.
- Try to improve CRC teacher training quality, establish a CRC teacher training quality assessment mechanism and keep CRC teacher trainers' training.
- Apply for CRC-related scientific research projects at the regional level together to get more funds.
- Try to get sustainable administrative and financial support from higher authorities.
- Strengthen CRC networking by keep improving the *CRC QQ Group* and having annual network meetings/workshops/seminars, to strengthen exchange and cooperation and lay a solid practical foundation for the sustainable development of the programme in the whole region.
- Establish a regional CRC center or foundation in the future.

6. Way Forward

As is known to us all, the dissemination and implementation of CRC is a very complicated and systematic project which will last a long time, so it can't be finished at one stroke. In the future, we are determined to continue our project further with the following plans:

Firstly, we are going to recruit new participants into our "*CRC in Inner Mongolia*" QQ Group with the participation of new Team China batches into the international training programme, and to promote further exchange and cooperation among all the participants, especially resource sharing related to CRC teacher-training programmes.

Secondly, under the leadership of Professor Per Wickenberg, Mr. Sun Baijun and Mrs. Wu Haiyan, try to coordinate participant colleges to hold annual CRC teacher training network meetings/ seminars/workshops and provide necessary organizational help.

Thirdly, strengthen the dissemination of CRC among more teachers and students by collaborating with other change agents.

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Colombia

Colombia had its first team in batch 4 and in total 13 teams and 36 change agents in batches 4-19 (October 2013).

Level	Change Agents	Change Projects	Comments
National	6	2	Projects are on more than one level
Region/Province/District	12	4	
Local	18	13	

Table 1. Change Agents´ professional position up to present batch (Batch 19), and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

Main topics of most of the Colombian projects are linked with participation, conflict resolution and cultural heritage. Several projects are targeting both local schools and teacher training in universities or districts/localities in the capital city Bogota. Projects with representatives from national level are also disseminated in the country.

Area: 1,141,748 km^2

Population: 46,988,000 (est. April 2013)

Capital: Bogotá

Independence: 20 July 1810 (from Spain)

Official language: Spanish

National Country Coordinators:

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COLOMBIA

Conflict Resolution Strategies to Reduce Conflict Inside and Outside the Classroom

Judith Castellanos Jaimes, Carlos Eduardo Galán, and Yanneth Sánchez Prada

1. Introduction

The Colombian team, batch 17 worked with preschool and elementary school teachers of two schools in Bogotá, Colombia; namely José Asunción Silva and Aquileo Parra schools. Teachers' multiple tasks in Colombia involve not only dealing with teaching and learning- related issues but also coping with socio-cultural aspects that affect our children. In particular, conflict inside and outside the classroom is one issue that demands special attention from teachers. Therefore, our team decided to train teachers in conflict resolution strategies inside and outside the classroom; accordingly, teachers would become skilled at dealing with conflict with their pupils. In turn, pupils themselves would benefit by learning how to deal with conflictive situations by themselves in a peaceful way.

The idea of dealing with conflict resolution strategies started when we met for the first time to talk about our schools' contexts and issues in August, 2012. In this meeting, Carlos Galán, principal of Aquileo Parra School, told us about his experience in promoting citizenship competencies in both the teachers and the pupils of his former school, and his beginning steps at Aquileo Parra School. Yanneth Consuelo Sánchez also manifested that at her school, José Asunción Silva, there had

been efforts to support secondary school teachers with the issue of bullying. We found that both schools' interests and contexts shared similarities and thought of a way of integrating them into one project, and that our primary concern should be the younger children of both schools. The idea then materialized in Sweden during the second phase of the course, more precisely after the activity of profiling a typical child of our country. With the aid of our mentor the idea centered its attention on training preschool and elementary school teachers with conflict resolution strategies with the aim of reducing conflict inside and outside the classroom.

Bearing in mind the concerns stated above, the main purpose is to train teachers in the proper use of some conflict resolution strategies that will help teachers and students focus their attention on the learning processes rather than on the problems that students face every single day. We also want to stimulate the learning and application of social values in order to contribute in the development of citizenship which has been undervalued in the last years due, possibly, to the internal war Colombian people have been suffering. We consider that all these efforts will reduce the problems teachers and students face inside and outside the classrooms.

This final report contains a frame of reference that explains the concept of conflict and illustrates some conflict resolution strategies we planned to work on. It also describes the country and regional strategies related to our project from the Ministry of Education as well as the relation with the Child Rights Convention (CRC) network present in Colombia. Next, we discuss the project's purpose, aim, and methodology. We also present the results of the work we developed, some reflections and discussions we did as a team, what we plan to do further, and finally the list of references that support our project.

2. Frame of Reference

We begin this frame of reference by defining conflict and conflict resolution strategies. Next, we relate our project for change with the Child Rights Convention (CRC henceforth). After that, we mention the country and regional strategies by the Ministry of Education; namely the strategy towards citizenship competence (2003/2004), and the Children Law (2006). Finally, we review some Colombia CRC network projects for change that tackle the issue of conflict and teacher development.

Conflict

Conflict may involve fighting, war and post-war situations. It may also include a difference in opinion, perspective or personality. Likewise, individuals may feel they are in a conflict situation, when others feel that they are just discussing opposing views. Conflict at schools can be perceived by children when they feel that something is unfair, something that they value has been taken or broken, someone is being mean, or they are not receiving a fair share. Other forms of conflict at school comprise discrimination and understated power relations existing among girls and boys of various ages, capabilities and race, class, caste, religion or income (Akerlund, 2005, Feinstein, Giertsen & O'Kane, 2010). Such forms of conflict can be identified in our context as bullying, disrespect, discrimination, swearing, and even physical abuse.

Conflict Resolution Strategies

Scholars and researches advise that conflict needs to be resolved; otherwise, unresolved conflict can lead to anger and additional unresolved conflicts. There are long-term strategies that teachers can use inside and outside the classroom to help pupils resolve a conflict. Besides, there are other strategies that teachers can apply to avoid these difficult situations. In our project we started working with The Clouds through the Theory of Constrains (TOC) in education (Goldratt, 1999) that includes the use of a symbol which helps to ameliorate the damage, the Godmothers and Godfathers Plan, the Forum Theater (Falmer, 2013), the Active Listening (Rogers & Farson, 1987), and the Dilemmas (Kohlberg, 1984). All these strategies will be explained forward.

The Project for Change and CRC

The present project for change deals with Protection and Participation. Protection, on the one hand, involves the CRC articles 2, 3 and 28. Article 2 addresses non-discrimination of any kind (race, color, gender, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status). Article 3 states that the best interests of the child shall be a primary consideration and that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision. Article 28 establishes the right of the child to education, and with a view to achieving this right progressively and on the basis of

equal opportunity. On the other hand, participation encompasses Article 12, which assures that children are capable of forming their own views, so they have the right to express those views freely in all matters affecting them, and that such views should be given due weight in accordance with their age and maturity.

We also support our project on UNICEF'S Child Friendly Schools, which calls for schools as protective environments. This means that everybody involved in the school has to make sure children learn in safe and protective environments. Our project will directly address the aspect of responsiveness to the emotional, psychological and even physical well-being of children. Attig & Hopkins (2006) assert that we need to protect children "from verbal and emotional abuse and the trauma of sexual harassment, racial discrimination, ethnic prejudice or intrusiveness by teachers and peers" (as cited in Child Friendly School Manual, UNICEF, p. 131). The manual also claims that "Schools that are child-friendly must protect students from the psychological harm that can result from various kinds of punishment perpetrated by peers or by teachers, including verbal abuse, name-calling and other forms of humiliation. School authorities must also appreciate that children can be affected by prejudice and biases that result in isolation and exclusion by their peers" (p. 131). Also, some forms of violence include student-on-student violence, gang fights, bullying, sexual attacks, and violence based on genders, which are considered as forms of conflict in the present project for change.

Finally, our project is grounded on the United Nation's Goals for the Millennium; namely goal 2, which aims at ensuring that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Of course there are many aspects to tackle in order to ensure such goal; most of them are far beyond the reach of our project for change. However, we intend to work hand in hand with teachers to make sure that a violent, non-protective environment in the school does not deter children from completing their full schooling.

Colombia CRC network: Projects for change that tackle the issue of conflict and teachers' development.

In Colombia the CRC network has been working in this programme since 2006 and, along with the government, they have done big efforts in favor of children and adolescents in different areas. In our country, there are some organizations and legislations, which lead programs in order to protect the child rights and avoid violence against them. We have the Colombian National Constitution (1991), the Chamber of Commerce, the National Ministry of Education (henceforth MEN), the Secretary of Education (henceforth SED), the Code of Childhood and Adolescence, and the Colombian Institute of Family Wellness (henceforth ICBF).

Regarding conflicts and teachers development we found some interesting projects for change. The Batch 8 composed by Valenzuela, Reyes, and Londoño (2009) expresses the importance of establishing effective mechanisms to block physical and psychological aggression, and diminishing behaviors, hate or humiliation among children. Batch 10 developed a project named "School Violence and its Influence in the Child's Free Personality Development (Sánchez, Prieto, and Sánchez, 2010). They reflected about those behaviors that produce violence and other problems at school as well as promoted times and spots to discuss, analyze, and reflect about "impulsive actions and violent behaviors to create an accurate cohabitation school system which lets the child and teenager's growth and promote their free personality development as person of right and responsibility" (p. 5). Likewise, Falla, Torres, and Nanwani (2011) ran a project whose target audience was Primary and Secondary school teachers, teacher trainers, headmasters, supervisors, and level coordinators, among other organizations. On the other hand, Núñez, Guerrero and Reyes, batch 13, developed a project to change the students' participation in the school decisions related to the defense and fulfillment of Child Rights.

National and Regional Strategies

The Colombian Ministry of Education (MEN) in has a national strategy that looks for the development of citizenship competences in schools (MEN, 2011). Likewise, the children Law (2006) has become an important effort to guarantee the rights of the children in our country. Both strategies are closely related to our project for change because they deal with participation and protection of the children and with the issue of education for peace.

Context and Participants

José Asunción Silva is one of the schools where we are developing our project for change. It is located in the northwest of Bogotá, Colombia. Nowadays, the school has about 1,800 students from early childhood to eleventh grade and their age range is between 3 and 20 years. They attend school in two different shifts: morning and afternoon. The school has two campuses, one for pre-school and primary school and the other one for secondary school. Students belong to the social strata one, two, and three, which means that they come from low-income families; the lower the strata, the lower the income. Consequently, most of them come from a deprived socio-cultural environment with harsh financial and family conditions, nutritional problems, illnesses, and violent surroundings, low motivation related to their academic performance or future expectations and low self-confidence. Additionally, some of them are compelled to work and bring money home to aid their families.

One reason is that some of them come from households that have been displaced from their lands in rural areas due to the Colombian civil war. Nevertheless, some other students have a better family, financial, and cultural condition; thus their view point of life and academic behavior tend to be different because they have a house, clothing, food, and enough resources to study efficiently.

These social differences make our teaching practices and relations with students even more complex to carry out. Concerning conflict among students, it is present every single day and it takes different forms; name-calling, bullying, and fighting, to mention some. Since the school's Educative Project emphasizes the importance of values and the effective communication among all the members of the community, it is imperative to develop reflective processes about strategies to solve situations and conflicts in the best and peaceful way.

Aquileo Parra School is the second school where we are developing our project. It has 3,200 students, divided into three shifts (morning, afternoon and evening). The total number of children in these two shifts is 1,350. It is located in Verbenal neighborhood, in the northeast of Bogota. Verbenal, originally settled by people in displacement from different rural areas, is a very depressed and poor sector that contrasts to nearby areas of opulence and wealth; this has led to permanent frustration and sense of inequality for the inhabitants of the area. The population also suffers from emotional deprivation, lack of care and protection of children, and financial difficulties. This promotes high rates of robbery, theft, violence, creation of youth gangs, drug addiction, alcoholism, unemployment, lack of communication within the family, unwanted pregnancy, and poor husbandry practices by parents.

Every day conflicts arise inside and outside the classroom, evidencing the violation of human dignity, self-esteem, and respect among children. Some of the most common sources of conflict in this school include discrimination, non-acceptance of difference, teasing, name-calling, lying, stealing, and various acts against the freedom of each child.

In the year 2012, there were four cases of violence and threats reported to the school principal's office. There were twenty-two cases of student-on student aggression and violence, ten in the morning shift and twelve in the afternoon shift, reported to the school's coordination office. In sum, the principal dealt with forty-eight violence-related cases of students in all three shifts. Furthermore, there were two cases of cyber-bullying and two critical cases of aggression that involved the parents and children of different families and members of two gangs. Finally, there were 19 cases of pregnancy, eleven in the morning shift and 8 in the afternoon shift.

3. Purpose

Some of the aforementioned forms of conflict are present in the schools in Colombia; particularly, at Aquileo Parra and José Asunción Silva, participants in our project for change. These school communities might not be able to tackle a situation of conflict satisfactorily or peacefully, more often than not children resort to hitting, swearing, or involving others to take part in the conflict. Therefore, team Colombia, batch 17 has planned a project for change titled "Conflict Resolution Strategies to Reduce Conflict Inside and Outside the Classroom." We deem necessary to train teachers in conflict resolution strategies and involve children's in "raising awareness of peace, promoting the social values needed for peace, strengthening (and in some cases rebuilding) social relationships… demonstrating peaceful ways of resolving conflicts" (Feinstein et al, 2010, p. 56), as Feinstein et al. reported in their study on "Children's Participation in Armed Conflict and Post-Conflict Peace Building."

Aim

To reduce conflict inside and outside the classroom by use of conflict resolution strategies

4. Methodology / Activities

The project had as participants the teachers of pre-school and elementary school in the morning and afternoon shifts. To train teachers at both schools, we organized a series of meetings and activities to take place between August 2012 and December 2013 (see Appendix A – Chronogram of Activities). The strategies that we propose are explained below:

Clouds

The Theory of Constrains (TOC) in education (Goldratt, 1999) sustains that children can make responsible and effective decisions and to have a clear communication of their ideas and opinions. Following a series of steps in the form of clouds painted on the floor, teachers and students can have the chance to get an understanding of their personal position about the conflict, develop an empathy with the other part, observe emotions to suppress the ones that affect the situation, build a bridge that contributes to the dialogue, learn to apologize, forgive, and reconcile, as well as to find the way to get the solutions.

Symbol

Besides oral communication, it is important to use other types of languages that are closer to children's age and intellectual development like a symbolic element that represents the ending of the resolution process. Students will design and present a symbol such as a flower, a white pigeon, or a heart that is going to be given to each part involved in the problem as soon as they feel that it is solved.

The Godmothers and Godfathers Plan

This particular Godmothers and Godfathers Plan is the name of a scheme at José Asunción Silva and Aquileo Parra schools, which intends to facilitate the integration of older children (fifth and fourth graders) with younger ones (pre-schoolers, first, second and third graders). They do this with the aim of getting to know each other and protect each other.

Forum Theater

Another strategy we want to involve in our project is the technique pioneered by Brazilian Augusto Boal. According to Farmer (2010-2013), "A play or scene, usually indicating some kind of oppression, is shown twice. During the replay, any member of the audience ('spect-actor') is allowed to shout 'Stop!' step forward and take the place of one of the oppressed characters, showing how they could change the situation to enable a different outcome.

Active Listening

Another strategy that may help resolve conflicts is to teach children to listen actively (Rogers & Farson, 1987). Active means that individuals who listen to others have the responsibility to avoid getting words passively; instead, they should actively understand facts and feelings contained in the things that they listen to. Moreover, they should show an intent attitude, and help the person who is talking to resolve problems.

Dilemmas

Another technique to resolve conflicts is the one proposed by Kohlberg (1984). This strategy develops in phases that involve the teaching of moral dilemmas. Participants find and give their opinion according to the dilemmas raised; then they discuss or debate towards valid arguments, listen to the different viewpoints, and may weigh their options to change their original opinion. Finally they evaluate the whole process.

Development of the Activities

The chronogram we initially proposed suffered a number of changes and modifications. Following, there is a description of when the activities actually took place. Additionally, you can see Appendix B – Photographs of some events that contain a sort of evidence of some meetings and workshops we have developed so far with teachers, administrators, school principals, university students, and our mentor.

- In August and November we met with the teachers at both schools to ask for their participation in our project. In December, the team met and planned the activities for the project. (See Appendix A -Table of the Activities).
- On January 16th, 2013 we started with the first activity at both schools: Sensitizing teachers using videos about conflict. We had the participation of Professor Lyda Molina from Universidad Pedagógica de Colombia, who guided the activity. At Carlos' school, they had already painted the clouds in a special place and the teachers had started to announce and promote the contest of the symbol via the school radio station.
- In April, we participated as presenters in the Annual Seminar Workshop organized by Astrid Núñez Pardo, at Menhorá School; thus, contributing to the Colombian CRC network on teacher development. In this presentation, teachers and students from Aquileo Parra School were invited to share their experience with the project.
- In May and June, we had the workshop on Active Listening.
- We received our mentor's visit in August. Then, we had the workshop on Forum Theater with the participation of Lyda Molina who conducted the activities. Furthermore, we shared our project with the Department of Humanities at Universidad Pedagógica Nacional, had meetings with the Ministry of Education and the Secretary of Education, and participated in the First Encounter of The Research Circle of Public School Principals at Universidad CAFAM. All these meetings had both the purpose of spreading and sharing the CRC programme and our project for change.
- In September, a group of fifth graders from Aquileo Parra School presented a progress report on our project in the Local Forum of the Secretary of Education about Citizenship Participation and Education for Peace at Escuela Colombiana de Rehabilitación University.
- In November we participated as presenters in the International Symposium on Literacies and Discourse Studies at Distrital Francisco José de Caldas University.
- We collected some feedback from the teachers at both schools about the use of these strategies by the end of 2013 and the beginning of 2014.
- In January 2014, we had the workshop on Dilemmas and started the Godfather and Godmother plan at both schools.

5. Results

To monitor and evaluate the progress of the project, we collected some feedback from the teachers at both schools every time we had a workshop. In addition, we collected teachers' voices through a survey about their perceptions on conflict (14 teachers at JAS and 6 teachers at AP) and conducted a group interview (3 teachers at AP and 5 teachers at JAS). We read and reviewed these data and summarized it into two main categories and some sub-categories; namely, Results of the Teacher Training (Understanding that conflict needs attention, Involving the strategies in their classes, and Feeling satisfied with the application of conflict resolution strategies) and Results in the Children (Using the strategies outside the class in the school, Evolving students' relationship, and Nurturing students' leadership). Below, we explain each of the categories and sub-categories.

Results of the Teacher Training

Understanding that conflict needs attention:

The teacher training in conflict resolution strategies has become an opportunity for teachers to reflect upon what conflict is and how to deal with it using pedagogical actions in class that foster student skills to handle and solve it.

The teachers report that conflict in the schools has various meanings; for example:

> *"It is a misunderstanding that might lead to a verbal or physical aggression."*
>
> *(Survey on Teachers' perceptions about conflict, December, 2013, JAS)*
>
> *"It is a problematic situation that alters coexistence."*
>
> *"It is a confrontation due to difference of opinions."*
>
> *"It is an everyday situation that occurs when there is lack of effective communication; however, it can become an opportunity for learning."*
>
> *(Survey on Teachers' perceptions about conflict, January, 2014, AP)*

Moreover, teachers state that conflict implies pedagogical actions in class using specific strategies like the ones they received during the training sessions. However, these pedagogical actions need to be continuous. It should be an everyday work involving the strategies in our classes, according to the age of the students. In

addition, dealing with conflict resolution requires certain skills such as listening to others, dialoguing, proposing ways to solve conflict, and fostering children's self-confidence to solve the conflicts by themselves. Teachers assert:

> "The teacher mediates when the children can't find a solution."

> "One should help children calm down and dialogue with them to help them identify the causes of the conflict so that they reach agreements by themselves. Conflict should be faced immediately, at the moment it happens, even if this implies stopping the class."

> *(Group interview, January, 2014, AP)*

> "The most important aspect is to listen to both sides of the conflict. We have taken advantage of the mediators for this purpose."

> *(Group interview, January, 2014, JAS)*

All in all, the teacher training has fostered teachers' reflection about conflict and their role in conflict resolution within the school.

Involving the strategies in their classes:

The teacher training programme we planned introduced teachers to a series of strategies that have pedagogical use; specifically, The Clouds, Active Listening, Forum Theater, and Moral Dilemmas. This means, teachers need to plan class activities to deal with each one of the strategies and develop the skills that conflict resolution requires; in sum, to make the strategies part of the curriculum. Teachers stress:

> "One should plan carefully because to use The Clouds, for example, children should control their emotions; therefore, they should have a workshop or a talk to learn how to listen to others – with active listening."

> *(Group interview, January, 2014, AP)*

> "We [teachers] added faces to the clouds according to the steps and colored them in different tones starting with dark red and finishing with white. Those changes allowed the little ones to understand better the process."

> "We [teachers] created a brochure with these clouds steps in order to involve children's parents in this process of conflict resolution."

Teachers say that they involved different strategies in their classes; however, they should be according to the children's age. For instance, with preschoolers, first and second graders, The Clouds was the most used strategy. With older children, fourth and fifth graders, teachers involved moral dilemmas based on actual everyday situations and elected group leaders to mediate conflicts. Teachers declare:

> "The Clouds was the most appropriate and mastered strategy by the children. They understood it step by step. At the end of the year, the children used it and mastered it."

> "The youngest children have relatively simple conflicts. The Clouds motivated them a lot, specially the colors. One could observe them around The Clouds during the break, solving conflicts."

> (Group interview, January, 2014, AP)

> "I used the active listening strategy with fourth graders and that helped them to recognize their own faults before the others' fault."

> (Group interview, January, 2014, JAS)

Additionally, a group of preschool teachers decided to modify the clouds including faces that represent a feeling in each cloud and designed a brochure to inform children and parents. Also, they have designed a book named "Chiquilladas del Hada Azul" (The Blue Fairy Adventures) where they write some difficult situations children faced and the resolutions that they proposed. They report:

> "Preschool teachers and students created a special book to write our conflicts and agreements. The children listen what is written and sign with their own codes. This has helped children to think better before acting wrongly again."

> (Group interview, January, 2014, JAS)

Feeling satisfied with the application of conflict resolution strategies:

Teachers report feeling satisfied and content with the application of the strategies. They also assert having fulfilled positive aspects in the school. However, this requires a continuous process. In respect to this, a teacher says:

> *"It is a constant work of the teacher using and applying the strategies that are more appropriate for the children's age."*
>
> *(Group interview, January, 2014, AP)*

Since they have observed that children can solve conflicts by themselves, they have felt how their multiple roles as teachers are reduced. For instance:

> *"The teacher is released from the role of being the mediator in a conflict because the children solve the conflicts by themselves."*
>
> *(Group interview, January, 2014, AP)*
>
> *"We (teachers) have reflected about our role model and it would be interesting to go to the clouds and solve our differences as children do."*
>
> *(Field notes, August, 2013, JAS)*

On the other hand, the teachers assert that despite the positive results, there are several challenges still ahead. One of them is that as teachers they need to handle the class and sometimes a conflict that arises.

> *"One has to take the involved students out of the classroom and mediate between them while the rest of the class carries on with the class activities."*
>
> *(Survey on Teachers' perceptions about conflict, January, 2014, AP)*
>
> *"Some students do not take these strategies as seriously as they are and change their behavior just for a while. It is difficult to make them understand how important is to acquire the skills to solve conflicts in a peaceful way."*
>
> *(Field notes, May, 2013, JAS)*

Another one is to achieve that children use the strategies outside the school. They come from a very particular context (see Context and Participants section) where other forms of dealing with conflict are the rule; for instance, fighting, hitting, and screaming. Therefore, the biggest satisfaction for teachers would be that children replicate these conflict resolution strategies in their context; that is, the neighborhood and their homes.

"It is common that students bring to school violent patterns that they have learned at home. We need to work with parents too even though it is more difficult."

(Group interview, January, 2014, JAS)

Results in the children

Using the strategies outside the class in the school:

The children manifested having positive behavioral changes. They did this in the evaluation of the project that teachers conducted in December 2013, at the end of the school year.

"The children expressed that they learnt to handle conflict by themselves without complaining to their teachers, that they have more self-control, and that they dialogue to find solutions."

(Group interview, January, 2014, AP)

"The little ones took as basic strategy the dialogue expressing their feelings about the conflict and proposing not only a solution, but also something to ameliorate the situation as giving a hug, a chocolate, a card, etc."

(Group interview, January, 2014, JAS)

Likewise, some children voluntarily mediate conflict during the breaks and then inform their teachers that they had mediated in a conflict and how they did it.

"There are very expressive children who contribute giving solutions and tell you that they solved a conflict."

(Group interview, January, 2014, AP)

"There was a girl that was rejected by the class and she was always apart from the group, but with the time and the work she became the "lawyer" or mediator of the classroom. She was very good at helping others."

(Group interview, January, 2014, JAS)

Evolving students' relationships:

The application of the strategies has allowed primary school children to lower the level of aggression and discipline problems and to improve coexistence among them; one manifestation of this is that older children treat younger children with more care. Teachers call this the "Culture of good manners."

> *"In primary school, the level of aggressiveness has diminished. There is a culture of good manners: they greet, they walk instead of running, and help their classmates."*

> *(Group interview, January, 2014)*

Fostering student leadership:

One key aspect that teachers report concerns with older students' leadership. On the one hand, older students volunteered by offering teachers their help to take younger children to The Clouds and showing them how to use them. On the other hand, the children who became leaders of this Project; that is those who became mediators and participated in different events that promoted our Project, feel that they have had positive outcomes. For instance, their families have noticed such leadership and their parents have also been committed with the project by giving them permission to attend the events, learning about what their children were doing in the school with the conflict resolution strategies and when their children remind them about using dialogue to solve any conflict. In sum, student leadership has somehow transcended the school into their families.

6. Discussion and Reflection

After a year of implementing our projects, we have had very positive outcomes and achieved what we had planned. Most teachers have been responsive and interested in applying the strategies in class. Also, we had the participation of an important stakeholder: Lyda Molina, a professor from Universidad Pedagógica de Colombia, who has contributed to our project with her expertise in the area of education and peace. She conducted various activities with teachers in both schools.

Despite the positive outcomes, it is sometimes difficult to meet the goals of the project due to the dynamics of the schools. The activities proposed have been implemented at Aquileo Parra; this has been possible due to the leadership of the

principal, Carlos Eduardo Galán and the commitment of strategic teachers. Conversely, the project has developed slowly at José Asuncion Silva, where we have faced more challenges concerning the school's organization. First, there are two branches and primary teachers are in both branches, which makes meetings with teachers more difficult. Second, we count on very few strategic teachers; particularly, preschool teachers. Most of them are willing to help and participate but time for meetings is a big issue to manage. We have been patient and tolerant with the obstacles that we have found along the process and we have struggled organizing teachers and sometimes administrators for the workshops applied so far. However, we can say that we have given and gained a lot there despite the difficulties.

Team work has been enriching and rewarding. We have been able to develop a sense of ownership of the project; this is evident in our commitment in planning and implementing the proposed methodology and activities. Everybody is involved and actively participating. Even though meeting is sometimes hard due to our multiple responsibilities we have always taken advantage of the internet and technology facilities. We are still learning how to work as a team, and we do not forget that our primary goal is to work for our children and to contribute to the defense of the Child Rights in Colombia.

7. Way Forward

As team teachers we consider our project for change a big and important issue to continue developing and nurturing from other colleagues' views, knowledge, and experiences. That is why we plan to keep training teachers at both schools in the development and application of the strategies that are left providing them with workshops and activities they can replicate in the classrooms and with the help of different stakeholders.

Taking as basis the teachers' feedback and background along with the results of our project we challenge ourselves with the design of a Conflict Resolution Strategies Manual to be applied from now on. The objective of this Manual is first to understand the particular needs every school has regarding conflict resolution and second to make this practice more inclusive bearing in mind teachers and students' suggestions for the strategies.

Likewise, we want to spread our project in order to give our learning and experience to as many colleagues as possible and to gain more change agents that are engage in the defense of the Rights of the Child. For this purpose we plan to extend our

participation in seminars and workshops around schools as well as universities in and out of our city.

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Appendix A - Table of Activities

Strategy	Activities	Date
The clouds **The symbol** **The Godmother and Godfather Plan**	Painting the clouds in the school yard Creating the symbol contest Applying to The Godmother and Godfather Plan Group feedback	February to March
Active Listening **Non-violent communication**	Story-Reading Listening to each other activity Group feedback	April to June
Anti-Bullying strategy **Body care ethics** **Forum theater**	Workshops Games A play for the school community Group feedback	July to September
Dilemma strategy	Workshops Group feedback	October to December
	Creating a CRSs manual for the school (teachers and change agents)	2014

Appendix B – Photographs of some events

First meetings with teachers (November 2012)

Sensitizing teachers using videos (January 2013)

Active Listening Workshop (May-June, 2013)

Mentor's Visit (August, 2013)

Meeting with Public School principals (August, 2013)

Teachers' Feedback (December, 2013 - January, 2014)

Dilemmas Workshop (January, 2014)

Egypt

Egypt had its first team in batch 3 and in total 7 teams and 19 change agents in batches 3-19 (October 2013).

Level	Change Agents	Change Projects	Comments
National	5	1	
Region/Province/District	5	2	
Local	9	4	

Table 1. Change Agents´ professional position up to present batch (Batch 19), and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

The teams present in Bangkok are working with projects in Cairo and Port Said. They are focusing teacher's awareness on child rights and the ability to teach in a participatory way. One team has a focus on early childhood education and another on the freedom of expression.

Area: 1,002,450 km²

Population: 83,661,000 (est. January 2013)

Capital: Cairo

Independence: 28 February 1922

(from the United Kingdom)

Official language: Arabic

National Country Coordinators:

Ghada Attia

(ghadaportsaid@hotmail.com),

Mohamed Mohamed Hamed (in Cairo)

(m_mohamed1995@yahoo.com)

EGYPT

The Child's Right to Freedom of Expression

Manal Elsehrawy, Sherief Emam, and Maha Elkiki

1. Introduction

Egypt is one of the first countries that signed the convention on the rights of child; Egypt also was one of the six initiators of the first world summit for children. According to respected international organizations Egypt has moved from low to medium development group; however this improvement was not good enough to help people living below the poverty line or reducing the unemployment rate. This economic crisis had and is still having an enormous effect on the human rights in general and the child rights in specific, most of the poor families started to use their children as a source of income. Part of our project is to show the community that the child is a human being who is entitled to practice all his/her rights. The Egyptian government has taken several steps in the way to protect the child rights such as the establishment of many types of council such as the National Council of Childhood and Motherhood and The National Council for Women, the government also gave more freedom for the establishment of many NGOs that work in the field of child rights. These NGOs also work in helping children with special needs by preparing the surrounding environment for them to live as much as possible. By studying all the aids and efforts given by all parties involved in children issues we will find that all these aids and efforts were focused on provision and protection only and because of the poverty that our community is suffering from these efforts were not enough to

leave a mark or solve a problem. At the same time the one side that may have helped the community to speak for itself was intentionally ignored the freedom of expression and the right to have a decent education that is able to create personalities that can defend their rights. Our project main purpose is to revive the freedom of expression through better education in Egypt. Is there hope? Yes as long as we live there is hope. For example if a child is born for an Egyptian mother and a foreign father this child can never have the Egyptian nationality and he is treated as a foreigner in everything specially the tuition for schools and colleges in which sometimes he has to pay in US dollars but now in the 2014 constitution if the child is born for an Egyptian mother or father he can have the Egyptian Nationality which is a breakthrough for thousands of families and children. Now and for the first time in constitution it's mentioned that Education is a right for every citizen , aimed at building the Egyptian character , and the preservation of national identity , and consolidate the scientific method of thinking, and the development of talent and encourage innovation , and inculcate the values of civilization and spiritual , and the establishment of the concepts of citizenship , tolerance and non-discrimination , and the State is obliged to take into account the objectives in education curricula , methods , and supplied as standard international quality .

Education is compulsory until the end of high school or its equivalent (instead of middle school only), and the State guarantees free of charge at various stages of the educational institutions of the state, according to the law.

For the first time The State is committed to allocate a proportion of government spending for education of not less than 4 % of GDP, rising gradually until it is consistent with global averages and supervised by the state to ensure that all schools and institutes of public and private educational policies have.

(Article 20 from Egyptian constitution)

For the first time it is mentioned in the constitution that (Article 24 from Egyptian constitution)

Universities are working on the teaching of human rights and the values and ethics of various scientific disciplines

Yes there is hope and with our efforts in this project and all other projects implemented by people who loved this country all the dreams will come true.

2. Frame of Reference

Egypt, a country that is trying to create a new future for its nation, and the first building unit in this future is the child. Since the child is a human being then the community must guarantee that each child is entitled to exercise his/her rights. The child is entitled to provision, protection and participation in order to be able to grow and have role in building the future. Our team chose to address the child's right to freedom of expression because this issue has become a critical issue in our country after the 25th of January revolution. People after revolution were surprised that they can express their thoughts without any fears; this leads to massive chaotic discussions where every citizen is expressing his/her thoughts with certainty that his opinion is the only right opinion and all other opinions are totally wrong. This situation has been reflecting on children in school and at home where teachers and parents are used to giving orders and expect the children and students to obey without further discussion, and the reason for that according to parents and teachers that the child doesn't know what is for his/her best interest, we have experience in life, we know better.

According to the United Nation, Committee on the Rights of the Child 30 May – 17 June 2011, the committee welcomed some of the positive changes that happened in Egypt such as the child law 2008 which support the rights of the children in Egypt. Main while the committee is concerned that many of the steps which were taken by the state party remain weak and don't produce the desired results.

Regarding article 13: the committee thinks that the child law 2008 is protecting the right of child in expressing his/her view and also protects his/her right to be heard. Also the committee welcomed the existence of some organizations such as the Youth Network and the child/youth advisory board that aim at strengthening children participation and decision making skills.

Unfortunately and with all these steps the situation on land is seriously different. These organizations (Youth Network and others) are not working to their full potentials and they don't encourage the children to practice their rights and start to express their point of views. Also there is no integration of the children rights and the curricula in the educational system, the parents, teachers and administration don't encourage the students to freely express themselves in classes or at home.

Although many of the schools have computer labs with Internet access many of the students don't know how to use it either because they don't have the appropriate training or because the Internet service is disconnected all the time, so the student can't share his views rather in the classroom or at home.

Since we joined this project and Egypt is going through major events such as what happened in 30th of June 2013 some people may think of it as another wave of the revolution other people may think it is a military coup, either way it is a major event that lead to a change in the political arena in Egypt, a temporary president a new constitution the terrorist events that we witness right now. Is it so bad? No not really actually it is expected after a revolution in any country. Do these events have any effects that will be reflected on our project? Of course because during all these events our people are learning, they started to realize that sometimes along the way they make mistakes but the good thing is that they can learn from mistakes, they learn that they can't get their rights by keeping quiet they learned that they must speak for themselves and express their thoughts. Did we learn how to do that in the right way? Of course not we still have a long way to go through but the point is that we started, the other point is that people like us the teachers have an important role in teaching the people and make them understand how they can express themselves.

3. Purpose

We target from implementing this project in Egypt raise the awareness of the CRC culture and to teach the students how to express their thoughts and opinions.

Stakeholders

Parents' representatives: they will be informed as they are decision makers inside the schools, also they will be invited to our meetings and training.

Administration: needs to be informed as we need their permission to work in schools – they have control over the educational process inside the school.

Governor: we need his official approval before we start implementing this project.

Undersecretary of education: we need his official approval before we start implementing this project.

The school of education: We will try to spread the awareness of the CRC culture and the importance of integrating the CRC in their curricula.

4. Methodology/Activities

As a team we have an advantage that is the previous team members from batch 14 are our friends who have connections with officials in different places and we have their complete support.

After we had come back from Sweden we had a meeting with the members of batch 14 to report them of what happened in our workshop in Sweden and.

We also showed them our project plan; we discussed this plan and the necessary steps to start implementing this project. Of course the starting point was to get the official approvals in order to have access to schools.

The communication between our team members and between us as a team and batch 14 team was important to us so we decided if we can't meet face to face we will use e-mails.

One of the strategies that we decide to use during our approach to students, teachers and parents in other schools is using our students as an example and to show them the effect of allowing children to express themselves on their personalities and how they grow up so we decided to inform our students inside our classrooms of what happened in Sweden, what we learned and the kind of help we want from them. Our students were very excited to help us as they wanted to feel that they are helping in building their country and helping other students and children.

We started by writing the official letter to the Undersecretary of Ministry of Education in our city for the approvals.

At the main time we decided to search for the schools that we will be working with before we apply for the official approval in order to write the names of these schools in the official letter and it turned out to be a hard mission, it wasn't enough to say that you want to spread the CRC in the school but we had to patience during our conversation with the school administration and staff members and convinced them that we will not demand extra work from them.

Half of the problem was solved by choosing Elghorfa Eltogaria Secondary school for girls which is the school of one of our team members.

We started another journey to find the other school based on some criteria such as the acceptance of the school administration and staff members to us, there is no private tutoring for money inside these schools (at least not a great deal).

After visiting some schools we agreed on choosing Elkadesia Experimental School.

We had a meeting with the school principle who listened to us with the school administration and she was excited and all what we needed to start was the official approval.

Planning our Training

We had a team meeting to agree on the strategy that we will use in our training and we agreed to use the same technique that was used to train us in Sweden, the indirect approach lectures at the beginning to provide them with the necessary information and then the workshops, the acting and the brain storming.

We searched through the internet to find the materials, articles and videos that will support our training and we started immediately to translate all these materials into Arabic, we were amazed by how little information about the CRC and child rights in Arabic which lead us to understand how little we think of our children and how insignificant the freedom of expression to the people who rule.

Now we have the official approval, the training material and approval of the school administrations and we will start.

Manal started the training at her school while we had to wait for the other school as the administration changed.

Manal started by having a workshop for all the teachers in her school to raise the awareness of the CRC.

This training in this school was the last thing we did before we went to our workshop in Sri Lanka.

After coming back from Sri Lanka:

We invited parents, teachers and students from both schools to attend a lecture about the importance of the freedom of expression. Three of our students in G 9 and G11 did this presentation. The importance about this training was:

- For the adults to have a training by trainers who are children, that was surprising to them, they had to listen to them as they represent the other point of view that they never listen to as it comes from children.
- They saw us the teachers working as facilitators to the students and the students were the leaders of the show which made them think: my kids can do that; they can be leaders as well.
- The timing of this meeting was very important as it was during a massive controversial debate between people who support Muslim Brotherhood and people who are Anti-Muslim Brotherhood, at the end of this meeting we managed to come out as friends with no hard feelings and continue the entertainment in the playgrounds.
- In this meeting our students raised so many important points about how children can practice their freedom of expression at homes and inside their classrooms – how parents and teachers can help them – are there any restrictions when practicing this right? And if there are restrictions what it could be and how can we handle it?
- Parents – Especially parents who were very involved in this discussion tried to find out if they were doing a good job in raising their kids and they agreed that they are following their parents' steps with their children and they admitted that it is a different time now and their kids need different methods.
- After finishing this meeting another event was waiting for them in the playgrounds where parents and teachers shared their children and students in playing different games.

Raising the awareness of the CRC in Elkadessia Experimental School

This step –raising the awareness of the CRC- was implemented only in Elghorfa schools (Manal's school), due to security issue in our city, so it is time now to do the same in our second school Elkadessia.

We invited parents, teachers and members of Parents' Council to their first workshop. During this workshop the following took place:

- A survey about the child and the Child Rights Convention was given to them before we start our workshop. This survey revealed that they all heard about this convention but they don't know anything about the articles in this convention.
- A PowerPoint presentation about who is the child? What are the three Ps?
- A group work to read the main articles in the convention – which are articles that are easy to implement in Egypt? – Which are the articles that can't be implemented? Why? You can go through all the activities in the project plan table above.

Positive outcomes of this workshop

Our trainees are familiar with the CRC.

They are aware of who is considered a child and that is a human being that needs protection, provision and certainly a child needs to be heard.

For the first time they realize that they don't own their children.

We discussed several topics regarding the classroom management – the positive discipline – new ways of teaching such as project based learning and problem solving.

Activities inside the schools to let the students participate

Planting trees

To teach other students that all community members must have a role in making the surrounding environment better we went with our students to the two schools to plant some trees.

The planting process highlighted some aspects:

- It is very important to live in a beautiful clean place, beauty and cleanliness don't need money.
- During the planting we lectured the students about the importance of trees in our life.

- One of the teachers gave us a brief demo about the right way to plant trees and the tools that we should use.
- The students were able to see their teachers and school director working with their own hands and with them together to make their school better.
- The most important thing the smile on the children's faces.

Expressing themselves through drawing

For the children to express themselves by talking in our community is not that easy as we are still looking at the child as a private property, children don't understand, children are young and they can't know what is in their interest, so we decided to go through different road, to let the children express themselves by drawing.

It may look like this is so simple and common thing to do but if we know that art sessions almost don't exist in most of our public schools, if we know that most of the schools don't have art workshops, some parents can't buy their kids papers and colors only then we will understand how good this idea might be.

We went on a visit to the school with our students (as usual) carrying sketches, colors and other supplies and we started a workshop and we asked the students to draw what they want. With each group of students there is a student of ours not to draw for them but to brainstorm the ideas and how they can turn it into pictures.

(Please come more often) this is our reward and watching them smile.

One of the main problems that face our schools is the shortage of books, school books or books for the school library so we decided to help them with some books, English books (stories and grammar) and science books.

Going on a visit to the College of Specific Education

Because we believe that good education starts with a good teacher so we went on a mission to visit the College of Specific Education to talk to the Dean and group of professors about our trip to Sweden, our workshop there, what we learned and how it is related to them. We spoke about the possibility to integrate the CRC in their programs. (This integration is now mandatory according to 2013 constitution).

5. Results

We succeeded to attract attention to the children rights and to the CRC. We have two schools now whose staff and parents' council know about the programme and its goals.

We opened a door for the children in these two schools to participate and speak aloud for themselves.

The parents now know that there are different ways to deal with their children.

It is a very small step on the road but with God's welling we will continue.

6. Way Forward

We will continue to work with the same two schools to finish what we started as we feel we didn't do much and so many activities and ideas weren't done due to the obstacles that we will explain later.

Some of the activities that we discussed with the school administration and couldn't be done due to obstacles were:

- The activation of the students' council.
- The change of the way of the students' council election inside the school.
- Launching some initiatives inside the schools and allow the students to participate in suggesting the names or designing the logo.

We will choose another school to work with.

We will continue to work with the school of education (all batches in Port Said and maybe other batches in other cities in Egypt) hoping to help in integrating the CRC in their program.

We are few steps to have a NGO (this NGO is the project of the batch that follows us) of our own it is called Bara3em or Blossoms. This NGO works in the field of child rights; the members are all batches in Port Said, all the batches to come and other teachers who are interested in working in this field. We intend to use this NGO to have a role in spreading the culture of CRC through several activities that involved all the stakeholders such as the children, the parents, the teachers.

Obstacles and Lessons We Learned

The main obstacle that we faced as a team was the security issues, many bad incidents happened in our city, as a result of which parents were afraid to send their children to schools, the school day was 4: 5 hours only, and the academic term was so short.

The political situation in Egypt caused a delay in getting all the necessary official approvals.

We discovered how hard to make a change in people's mind, how hard it is to convince them to change their ideas or the way they think of life, how hard to get them to try something new for a change and how brilliant they are when they come up with all kinds of different excuses to avoid changing their life or their ideas.

We learned that we must be calm as much as we can because people we are working with in schools and inside homes are suffering from so many problems, inside the school there is the law that they are bound by it and sometimes a certain level of flexibility can cause troubles.

We learned that there is hope and this hop depends on how hard we will work.

The hardest thing to change in people's mine are the issues related to religion.

7. List of References

Presentations and training materials from Lund University

The 2013 constitution

UNICEF website

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Appendix I:

This is how we managed the teacher-parents training:

In the first activity the plan goes as the following:

1. We start giving the teachers and the parents ideas about the training and the aim of this training on the long term:

    a. The training is all about our children in the school or at their homes.

    b. If we want to build the future of our country we need to start with building the personality of our children.

    c. The child needs his/her rights in order to start taking responsibility. It is all about give and gain.

2. We start the training by presenting the teachers a survey to measure their awareness of the children's rights.

3. After they finish the survey we start our PowerPoint presentation about who the child is and what his/her needs are (group activity) after that the groups display their flip charts, the trainer starts to divide the answers into provision, protection and participation.

4. The presentation will display a short brief about the history of the CRC.

5. The teachers receive a translated copy of the CRC to work on it in groups to discover the convention and display and answer the questions in the PowerPoint presentation.

6. The teachers will take the survey for the second time to measure their awareness of the CRC.

Output 1.2:

1. The trainer starts to explain to the teachers that today we will talk about the change and the freedom of expression.

2. The trainer will distribute flip charts and ask the teachers to work on groups to define the word change.

3. The groups display their charts and discuss about the definition of change. A PowerPoint presentation will accompany this part to add to the teachers' information.

4. Another workshop where the teachers work together to define the meaning of the freedom of expression and what are the obstacles and limitations that they think it must limit the freedom of expression inside the classroom. A discussion will follow that to reach the lines for teachers and students.

5. The teachers will work in groups, each group will mention one thing that they want to change in their school – how they will change it – what are the obstacles – how they will overcome these obstacles.

6. Teachers again will work in groups to suggest activities that they can do inside the classroom to encourage the students to express their thoughts.

7. The teachers will work in groups to try to come up with new, decent discipline techniques to implement inside the classrooms in case the students use their power in an inappropriate way.

Output 1.3:

1. At the beginning of this output the trainer will explain that the main target of the following workshops is to explain the importance of allowing students to express their thoughts in an appropriate way.

2. The trainer will group the teachers and handover flip charts and markers to discuss and answer these questions: would you like to be able to express your opinions freely? Why? What will happen if all people stop expressing their thoughts?

3. The groups will display their answers and through these discussions they should recognize how important for the children to express their thoughts.

4. Now the teachers must examine for themselves if the freedom of expression can make a change to the child's personality by meeting some our students, the PIS students (G 7, 8, 9, 10, 11. 12) to talk with them and after finish talking a discussion about the personality of the students they talked with.

Output 2.1:

1. The trainer will clarify to the teachers that at this stage of the training they must reflect what they learned on their students and inside the classrooms by doing some of the following steps:

   a. First: the students' council elections:

      i. The teacher, the trainers and, the school principle and the social worker will talk about the possibility of redoing the students' council elections and try to facilitate any administration problems.

      ii. The teacher will start to prepare the students to do the election in the right way first by making them understand the jobs of each position they want to be elected for - each nominee will come up with a programme of how to achieve his/her responsibilities – the election take place and the elected council start to implement its program.

      iii. The students must understand that any elected student who can't implement his/her programme during the first term will be replaced with the student who came second in the elections.

   b. The teacher must give the students a survey at the end of each month with questions to measure the satisfaction of the students and their opinions and suggestions about the subject that the teacher is

teaching. The trainer must show the teachers examples of these surveys.

c. The teacher will give the students the chance to choose some of the curriculum activities or extra curriculum activities to do during the session.

d. The students with the teacher will build a complaining box in where the students will put their complaints. The teacher must understand that at the beginning of this project the students may use this new power in a wrong way by filling false complaints so all the teachers must be patient and they must deal with all complaints seriously and with wisdom.

Appendix II

Project Plan

OUTCOME 1	Indicator/Monitoring	Time
Changing the behavior and the attitude of teachers – parents' representatives toward the freedom of expression.	The behavior of the teachers change and this can be observed and determined through the different kinds of activities that the teachers conduct inside the classroom – interviews with the students and the administration.	
1.1 OUTPUT	**Indicator/Monitoring**	
Increasing the awareness of the CRC in general and article 13 in particular.	The result of the two surveys. Videos of the discussions that will take place during the seminar. The flip charts that contain the participants' thoughts.	
1.1.a Activity		
A survey to measure the awareness of the participants regarding the CRC.		
1.1.b Activity		
A workshop about the identity of child and what are his/her needs.		
1.1.c Activity		
A seminar about the 3Ps, the CRC and its articles.		
1.1.d Activity		
A workshop to examine the translated version of the CRC and to find out which rights are implemented in Egypt and which are not, which rights can be implemented and which can't and why.		
1.1.e Activity		
A survey to measure the awareness of the participants regarding the CRC.		

1.2 OUTPUT	Indicator/Monitoring	Time
Explain the concept of the freedom of expression.	Flip charts and videos for discussions.	
1.2.a Activity		
A workshop with a PowerPoint presentation about the norms, the change and how it can be achieved.		
1.2.b Activity		
A workshop in which the participants work in groups to define the freedom of expression and discuss the limitations and obstacles that bounder the freedom of expression for all people.		
1.2.c Activity		
A workshop in which the participants work in groups to find ways to implement the freedom of expression inside the classroom.		
1.2.d Activity		
1.3 OUTPUT	Indicator/Monitoring	
Explaining the importance of practising the freedom of expression.	Flip charts and videos for discussions.	
1.3.a Activity		
A workshop in which the participants in groups will be asked "would you like to express your thoughts freely? Why? What will happen if all people stop expressing their thoughts?"		
1.3.b Activity		
A workshop in which the participants will watch a video for a child expressing his/her opinion or meet some students from other schools and work in groups to discover how the freedom of expression benefits this child and how it will affect his/her future?		

Indonesia

Indonesia has its first team in batch 1 (2003) and in total 18 teams and 36 change agents in batches 1-19 (October 2013).

Level	Change Agents	Change Projects	Comments
National	2	0	
Region/Province/District	24	6	UNICEF, teacher training and local schools
Local	10	12	

Table 1. Change Agents´ professional position up to present batch (Batch 19), and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

The Child Rights programme is focusing on Central Java, one of the regions of the most populated island in Indonesia. The implementation of CRC in education, learning and teaching has been gradually dominated by participants from *teacher training institutions* (IKIP PGRI, Semarang and Muhammadiyah University, Surakarta) and directed against development of child-friendly teaching models and child friendly schools *in cooperation with local schools*.

Area: 1,904,569 km^2

Population: 237,641,326 (est. May 2010)

Capital: Jakarta

Independence: 17 August 1945

(from the Netherlands)

Official language: Indonesian

National Country Coordinators:

Senowarsito (in Semarang) (seno_ikip@yahoo.com)
Siti Zuhriyah (in Surakarta) (szuhriyah@gmail.com)

INDONESIA

Building Learner's Empathy through Child-Friendly Realistic Learning Approach (CFRLA), a CRC Project in Surakarta

Aryati Prasetyarini, Nining Setyaningsih, Mohammad Ali

1. Introduction

The project presented here is conducted in Muhammadiyah programme *Khusus* Primary School Surakarta and is focusing on the learners' protection and participation. Learners participation is enhanced by revitalizing the role of class councils and giving learners a chance to express their opinion. Children's rights to protection and participation are supported in the process of teaching learning processes, which are cooperative, fun, and realistic to facilitate their learning and ignite their cooperation so that they are more emphatic to each other. In addition, this effort is done by revitalizing the Captain's Diary and changing the strategies in solving problems that might occur in a more positive way. Captain's Diary refers to notes written by the captain (leader) of the class. The captain has to report the activities or condition in the classroom especially what his or her peers do in the classroom daily. Through this diary, the teachers can find the problems from the learners' perspective and give a chance for the them to discuss the problems they have and the solutions. To materialize the programs, a series of activities were conducted by involving many stakeholders namely teachers, administration staffs, parents, and Muhammadiyah Board.

2. Frame of Reference

The Indonesian government has developed many efforts to promote children's rights related to the three pillars of CRC, namely provision, protection and participation. Dealing with the first pillar, provision, the government implemented programs, such as Milk Drinking Movement at School, Additional Food programme for School Children and School Doctor Program. To protect children the government issued the Law on children protection, number 23, 2002: undocumented children and vulnerable children shall be protected by the State. With regard to the third pillar, Indonesian government issued the education based on two standards, namely content and process standard. The previous refers to the standard of teaching materials given to learners. The latter refers to the process standard of teaching, which covers three major steps, namely introduction, content, and closing. The content session covers three activities, namely exploration, elaboration, and confirmation. As the three activities are inquiry-based, the classroom activities should be managed to ensure that all learners in the classroom learn the materials actively, inductively, and cooperatively.

On this year of 2013, the Indonesian government starts to implement a new curriculum focusing on integrative thematic concept applied to elementary, junior high, high school, and vocational school. The change in the Indonesian educational system curriculum is necessary to strengthen the character, such as learners' tolerance, respect, and empathy for others. It is also in response to the concern that learners are becoming overwhelmed with the workload, and consequently learner violence is increasing. Learners learning at school need to learn how to be better citizen, which could be achieved by instilling character and a greater sense of morality. The suitable teaching methods applied to achieve the goals are those which accentuate context and cooperation among the group members and problem solving. One of the teaching methods which can be applied is Realistic Learning.

Realistic Learning is a cooperative learning approach which is adopted from teaching learning strategy called Realistic Mathematics Education (RME). It is a teaching strategy which requires a constructivist approach where there is great emphasis on learners, and progressing on the basis of their responses. The principles of the strategy are the use of contexts, models, learners' own productions and constructions, interactive character of the teaching process, and intertwinement of various learning strands. The concept of this strategy is the cooperative learning, that is a method of instruction that has learners working together in groups, usually with the goal of completing a specific task. This method can help learners develop leadership skills and the ability to work with others as a team (Bainbridge, 2012). Teachers can take some

benefits from this method since the learners work with their mates in a group to finish a particular task (e.g. problem solving).

The Curriculum is realized by the government to elicit children's protection and participation. It is due to the fact that children's protection and participation either in and out of classroom still falls short below from what is expected. In protection, based on the national survey, it is found that 80% of the teachers in Central Java bullied in the classroom by punishing learners to stand before the class and using abusive language to discipline thelearners (Suroto, 2012). In addition, some learners experienced having been bullied by their peers or mates in or outside their school, which then inflict fighting among the groups of learners in a school or between two schools. While in participation, learners seem not to have freedom to express their feeling, emotion, and opinion. Teachers and adults tend to put learners as the object rather than as the subject of learning. It implies that learners should learn and memorize a set of knowledge without knowing why and how to learn the subject.

Such conditions inflict many problems. The first is the relationship among the learners. Since the learners learn the subjects individually, they tend to compete with each other to get a good mark. They tend to think that learning takes place in the classroom through competition to get higher mark. In this case, emphatetic aspects are neglected, so that peer and teacher bullying can easily occur. Empathy is more a sense that one can truly understand or imagine the depth of another person's feelings. It implies feeling *with* a person, rather than feeling sorry for a person (www.wisegeek.com/what-is-empathy.htm). It can also be defined as the identification of, and understanding of, someone else's situation and feelings. Empathy is being able to look at a situation from someone else's perspective (www.parenttrust.org/for-families/parenting-advice/parenting-tips/tips-child-development/tip-2/). Some indicators are sharing, cooperation, helping, and comforting. The second problem is dealing with the school way to solve such a problem. Based on the school structure, schools have not only administrative staffs but also guidance and counseling who is responsible to help learners find the solution to solve their problems. However, the staff does not work maximally since learners seem afraid of discussing their problems in learning.

One of Muhammadiyah elementary schools is *Muhammadiyah programme Khusus* Primary School Surakarta. The school which was established in 2000is a full day school. There are some goals of the establishment of the school. The first is that the learners should learn at school joyfully and actively. The second is helping learners to develop their competence maximally. To meet the needs, classrooms are designed as small classes with30 learners in each class with two teachers in each. Right now, there are two parallel classes in each grade, except the fifth grade which has three parallel classes. This classroom design proves to be effective in one hand to push the learners

to meet the academic achievement. It is the first rank on getting the highest score on National Examination in Surakarta. On the other hand, this programme inflict on social problems among the learners.

The social problems can be seen in teachers and learners' behaviors. Since teachers are obliged to maintain the school predicate as the best school, they tend to measure the progress of the learners based on the score or the product only. In addition, they tend to teach learners traditionally where teacher-centered is the most common strategy in all classes. The learners' process in learning is not the priority. It causes teachers to behave negatively. Based on the interview done by the team with twenty learners, it was found that the teachers tend to shout to learners who cannot do an exercise or cannot understand their explanation and giving punishment to those who do not their homeworks by sending them outside of the classroom. The learners imitate such a behavior since they think that that is the good way to communicate with others. Learners bullied others verbally by telling those who cannot do the exercise (saying 'stupid'), some learners hit others or fighted with them because they were annoyed.

When the project started, the learners had no place to express what they are feeling when learning in classroom. Teachers never asked the learners about the difficulties they have when learning a particular subject. The headmaster had a regular meeting once a week to discuss the problems that the learners have. However, the topic that the teachers brought in to discuss was based on the teachers' problems rather than the learners' feeling and emotion during the teaching and learning process.

With the design of the project, child rights to protection and participation can be promoted. In protection, the design is expected to protect the learners from peer and teacher bullying. The learners are required to work together in learning, so that they learn to help and understand each other. The emphatetic aspects are built in this method, so that the peer bullying can be minimized. In participation, every leaner participates actively in the classroom. The learners also have chance to express their opinion to the teachers, so that the teachers can learn how to respect their learners.

This programme takes the spirit of the previous batches in which Muhammadiyah University of Surakarta is the CRC Learning Centre and Muhammadiyah programme *Khusus* Primary School Surakarta as the project setting. The previous programs of Batch 15 and 16 are the stepping stones to conduct this program. All teams focus on how to manage the classroom and how to apply contextual and meaningful methods in the teaching and learning processes.

The main goal for all teams is to promote the idea *Child Friendly School.* Child Friendly School refers to the condition of a school which is **S**afe, **R**ealistic, **E**njoyable,and **F**ree. **Safe** is the condition where the school protects the learners from

bullying from peers, teachers, and other stafs involved in the school. In order to protect the learners from harassment, the classroom activities require the learners to engage them actively in a community and work on the problems they face in practical life (realistic). These kinds of activities can ignite the learners to enjoy their learning (enjoyable); their joy of learning leads to a lifelong passion for solving problems, understanding, and taking the next step in their thinking. By engaging learners in a community, teachers give chance for them to express their opinion freely.

3. Purpose

In general the purpose of this project is to improve learners rights to protection and participation in Muhammadyiah programme Khusus Primary School, Surakarta. More specifically it aims to:

1. develop a model for teaching mathematics through a Child Friendly Learning Approach in the fourth grade and to build learners' empathy.
2. revitalize learners' class council and school rules based on CRC.

4. Methodology

CRC agents of Batch 17 designeda programme to promote the learners' rights to protection and participation in the school. The design was implemented in Muhammadiyah programme *Khusus* Primary School Surakarta as the project setting. The design emphasizes the cooperative teaching and learning strategy where realistic learning becomes the main focus.

4.1 Target Group and Stakeholders

The target groups of this project plan are the fourth grade teachers and learners. Meanwhile, the stakeholders of this project plan are (1) Muhammadiyah Board in Surakarta, (2) teachers and (3) parents of the project school.

4.2 Activities

To achieve the objectives, the project is focused on teaching students using realistic learning where the students are involved in a joyful and fun leaning and working together with their peers. The cooperation among the learners is useful to ignite their empathy so that it can minimize bullying. In this case the teachersand the learners interaction in the school, the teaching method, the classroom environment for child friendly realistic learning was designed in such a way that it promoted children's rights. In addition, the class council was developed to give a chance for the learners to express their opinion and ideas and minimize bullying.

4.3 Outcome 1:

Teachers of Muhammadiyah programme *Khusus* Primary School Surakarta are more aware of children' s rights and Child-Friendly School

4.3.1 Sharing and Coordinating with the Change Agents

This activity was doneto identify the communication strategy to disseminate the content of CRC principles and Child Friendly School. Before applying the project, the first thing to do was planning the strategy to disseminate what we learnt in Sweden and the project. It was done by having a meeting in Muhammadiyah programme *Khusus* Primary School. From this activity, we got an agreement to share the responsibility to manage the project.

4.3.2 Disseminating CRC Principles and Child Friendly School

The dissemination was conducted to the Board of Muhammadiyah in Surakarta, Principals of Primary Schools in Surakarta, the teachers and staffs, the fourth grade learners, the parents of the fourth grade learners of the project school. Dissemination to Principals of Primary Schools in Surakarta, together with the teachers and Staffs of Muhammadiyah programme *Khusus* Primary School Surakarta was held on November 12 November 2012 at the meeting room of Muhammadiyah programme *Khusus* Primary School Surakarta. All the executives (principal, vice principals, treasurer), all teachers, administration staff, and the pricipals of other schools such as from Muhammadiyah 1, 2, 11, State Elementary School of Tegal Ayu, Laweyan, Mangkubumen Kulon, and Muhammadiyah Plus Malang Jiwan, Karanganyar, Muhammadiyah Al Kautsar, and 30 teachers were present. The main agenda to discuss in the meeting were Child Right Convention and the project plan. In general, the result of the activity was favorable. The principals and the administration staff seemed understand and accept the child rights. However, some teachers showed a

resistance on the concept, especially with bullying and participation. In this meeting, the team found a problem especially on the concept of bullying. Some of the teachers perceived the concept of bullying in a different perspective. They saw it as something, which is normal for children at their own age. It took some time for the team to make them understand. Besides consulting this problem with the mentor, the team also discussed it with the previous teams. The discussion with the people inspired the team to find solutions. It seemed that the teachers were afraid of the fact that the students were not obedient to them when they were given a freedom to express their opinion. It took time for us to find the solution to this problem. Some strategies were applied to solve, such as discussing in a more intensive way in a less formal meeting, how to handle undisciplined students, and why the teachers should pay attention to children rights. The dissemination was not only done through the formal meeting but also from the school magazine which is published twice a year.

Dissemination to the fourth grade learners of Muhammadiyah programme Khusus Primary School Surakarta

To disseminate the project to the fourth grade learners, a meeting was conducted on Monday, November 19th, 2012 after final examination. The meeting was conducted in the same day in two sessions since there were two classes, namely class A and B consisting of 32 and 33 students respectively. The agenda in the meeting were discussing the education system in Sweden, child rights, realistic learning, and school rules. In the process of discussing the agenda, the principal played the very significant role. The result was quite surprising since they really wanted to experience an interactive learning where they can share the knowledge with their peers actively in a relaxed and funny atmosphere.

Dissemination to the fourth grade parents of Muhammadiyah programme Khusus Primary School Surakarta

This activity was conducted three times in a routine meeting that took place every third week on Saturday of November, December 2012, and January 2013. All of the parents of the fourth grade came to the meeting. The main agenda was discussing child rights and the pilot project. The parents welcomed this project mainly because it can promote their children's achievement. They suggested change agent Ali who is the principal of this school to materialize the program, and they would monitor the result of the project.

4.3.3 Giving Training on CRC Principles and Child Friendly School

This activity was to the fourth grade teachers of the project school. This kind of training was conducted on November 18, 2012 in order that the teachers as the most important element in the teaching and learning process are aware of child rights. Some agenda of the training include handling bullying, arousing empathy, and positive discipline. In this meeting, the team didn't find significant problems since the teachers already understand the concept of bullying and the reasons why they should pay attention to the issue of child rights.

4.3.4 Revitalizing the model of learners class council and school rules Basedon CRC

Identifying and giving questionnaire in line with CRC Principles (protection and participation) to the learners, the teachers, the staff and learners' parents ofthe project school.

The activity was done by distributing questionnaire to the teachers, and the administration staff at the beginning of December 2012 and to the learners' parents at the third week of November 2012. The questionnaire consists of 15 questions about their opinion about children's protection and participation in the project school. Especially for the fourth grade learners, the team considered to hold a special meeting with the learners. The meeting was done by having a discussion on the learners' perspectives about protection and participation.

Analysing data collected through questionnaire as a basis to design a model of class council and school's regulation based on CRC.

After the data were collected, the team analyzed them and took a conclusion as follows: (a) the teachers should respect the learners' opinion, (2) to avoid harassment from the teachers to the learners, the teachers can implement positive discipline. In this case, the strategies to handle the learners who break the rules should be changed, (c) maximizing the roles of guidance and counseling, (d) learners should be involved in making decision, (e) developing the roles of class council, (f) revitalizing the use of Captain's Diary. Once, the captain diary functioned only to find the learners who didn't pay attention to the teacher, make noise, or the peers who bullied the others. On the basis of the report, the classroom teacher would invite the learners who were not disciplined and gave punishment. However, in our project now, this diary is revitalized to promote participation and protect the learners from bullying. For example, related to participation, the teachers who identify that some students do not like the teaching strategy or they do not understand the material, the teacher can discuss with the learners their planning strategy or they can discuss more intensively how to make the learners more understand. While in protection, the teachers can find what actually happen among the learners, so that they can handle bullying as soon as possible. In addition, the teachers can find the material to teach them how and why they should treat their peers.

Revitalizing the model of class council and school rules based on CRC in order that bulying toward students is eliminated.

In relation to model of class council, the team decided not to change the existing model. In this case, the school only needs to revitalize the existing class council. Regarding the rules, it was agreed to:(a) involve the learners to make a decision, (b) maximize the roles of class council that not only to help the teachers managing the class, but also have a chance to share and give opinion to the others and to the teachers.

4.4 Outcome 2:

Model of teaching mathematics through Child Friendly Realistic Learning Approach at the fourth grade in Primary School

4.4.1 Designing a Teaching Model

The design of a teaching and learning model was held on November 20 to 23, 2013 at the project school and Teacher Training and Education Faculty in Muhammadiyah University of Surakarta. In making this model all team members

and colleagues from the Mathematics Department of Teacher Workshop and Education Faculty were involved. This activity was focused on discussing lesson plan based on a child friendly realistic learning approach.

4.4.2 Workshops on Child Friendly Realistic Learning Approach (CFRLA)

These workshops were held three times, on the 5th, 18th and 27th of December 2012at the project school and the micro teaching laboratory of Teacher Training and Education Faculty in Muhammadiyah University of Surakarta. The participants are all teachers the project school. The material includes active learning method and CFRLA.

The first workshop was conducted on December 5, 2012. It was focused on (1) discussions and reflections on the teaching method that the teacher had implemented in the classroom and (2) introduction of the methods of active learning that are card sort, number head together, jigsaw, two stay two stray ect.

The second workshop was conducted on December 18, 2012. This activity was focused on (1) discussing of the child friendly realistic learning approach and (2) coaching of how to make a lesson plan that consists of the goals of learning, the activities of learning and assessment based on CFRLA.

The third workshop was conducted on December 27, 2012. The participants were teachers from the fourth grade. This activity was held at the micro teaching laboratory of Teacher Training and Education Faculty in Muhammadiyah University of Surakarta and was focused on training of teaching based on the lesson plan made.

In this activity, it can be seen that the teachers were interested in this forum, which was indicated from their enthusiasm during the discussion. This workshop improves the understanding of the active learning and the ability in making lesson plan that consists of the goals of learning, the activities of learning and assessment based on CFRLA.

4.4.3 Implementing the learning model based on Child Friendly Realistic Learning Approach in the fourth grade

Before implementing this model starting on January 3, 2013, the team designed a questionnaire to measure the learners' empathy. In this process, the team invited some psychologists to help them design the measurement. After that, the learning model was implemented focusing on mathematics subject of the fourth grade through Child Friendly Realistic Learning Approach (CFRLA). So, the participants of this activity are learners and mathematics teacher of the fourth grade.

The result of this activity is the implementation of the mathematics learning model of fourth grade based on CFRLA. An example is the implementation of the lesson plan about introduction of fraction. The activities of this material are (1) The class is divided into groups, each group with a different number of learners (the group consists of two learners, three learners or four learners), (2) the teacher explained that each group got a piece of bread and they had to share it to all members the same size, (3) each group discussed how to divide the bread based on the members of group and

(4) the teacher asked the group to present their answer in front of the class and the other group gave opinion or comment. After that, the teacher gave assessment to learners to be discussed.

The learners' parents who were curious with the project commented positively on the implementation of the learning model. They confessed that their children can easily understand the concept of mathematics.

5. Results

5.1 A model of class council and school rules based on CRC principles formulated in cooperation with principal, and the fourth grade learners and teachers.

The environment that is safe, joyful, and free cannot only be achieved by conducting a fun and cooperative teaching approach. The other ways to achieve it are by having a class council and school rules. There are some efforts done to design a class council and modify the school's rules. The first, the class council is revitalized. This council consists of the captain, the co-captain, secretary, treasure, and public relations. Each of the persons in the council has a responsibility. They are all elected by the learners

in the class and the vote is conducted once a month. All learners in the class have a right to choose and to be chosen as the captain of the class. The teachers make an agreement with the learners about the way to choose the personnel and the tasks. The tasks of the class council are: a) Captain: managing the others in order to be disciplined; one of the ways is by writing everything in the diary, b) Co captain: supporting the captain's task, c) Secretary: writing a teaching journal, d) Treasurer: remanding the peers to save the money, e) Public relation: calling the teachers if they are late, and preparing the teaching and learning kits every day.

Even though it is not stated clearly that all of the learners also participate in the decision-making, however the teachers, especially the classroom teachers involve the learners in making decisions, such as in the making contract learning, voting for the class council, choosing the games, and making a group work. The council not only educates the learners that they have the same right to express their ideas but also brings positive effect. One of the tasks of the class captain is writing about everything happen in the class, especially the class situation in *Buku Kejadian* (translated into *Captain's Diary*). Through this diary, the teacher can reflect himself of the class situation when he is busy teaching and find the information if bullying happens. Based on the information he takes from reading the diary, he can find better ways to teach and find the solutions of problems happening in the classroom.

The second, the change and awareness of the children rights automatically change the school rules. Even though the rules has not been documented formally, but the concept is seen from the decision making, which can be seen from the teachers' way in teaching, the learners' freedom to talk, and the interaction between the principal and the teachers. The teachers involve the learners in making the class rule and learning contract. This is a good decision since when the learners involve in making the rule, they are more responsible in keeping the rule. Besides, the learners also have a chance to express their opinion in the process of the making the learning contract. The change in the interaction between the principal and the teachers can be seen from the principal's way in having a meeting with the teachers. During lunch and breakfast time, the teachers are only allowed to have the meal together with the principal and the teachers in the same table. While they are having a meal, they are discussing the problems happen in the classroom and finding the ways to solve them. In addition, the principal also supports the teachers to write an article on the school magazine named PK Media.

5.2 Child Friendly Realistic Learning Approach (CFRLA) to build learners' empathy

The output of this activity is the learning model based on CFRLA that consists of five steps as follows : (1) using real-life contexts as a starting point for learning; (2) connecting to other disciplines, and to meaningful problems in the real world; (3) using models as a bridge between abstract and real, that help students learn mathematics at different levels of abstractions; (4) using student's own production or strategy as a result of their doing mathematics; and (5) interacting as an essential for learning mathematics between teacher and students, students and students .

During the process in teaching mathematics, it showed that the teacher tend to teach Mathematics using conventional approach. It means that the teacher dominated the teaching and learning and the learners just sat down, listening and writing what the teacher explained and wrote on the white board. Only a few learners were active in the class. Those who were brave to ask questions to the teacher about and discussing their idea understood more compared to those who didn't. So, they felt that they were cleverer than the others. Such a condition inflicts bullying in which some learners shouted stupid to those who can't answer the teacher's question.

After using CFRLA, there has been a good change for the teacher in teaching mathematics and learners in receiving the material. In teaching Mathematics, the teacher presents the materials by providing the contextual problems, and supporting the learners to actively participate in solving the problems to be done in group. Hence, the teacher is more creative and innovative in teaching process and the learners are more active and critical in solving problem and giving opinions. Besides, there is a change in the learners' behavior, in which they are more empathetic and care to the others. It is caused by the fact that the phases in the teaching and learning process required the learners to work together and listen to the others.

There are three phases in teaching and learning process for mathematics teacher through CFRLA, namely the introduction phase, the exploration phase and the summarize phase. In the introduction phase, the teacher gives a contextual problem and lets them try to solve the problem by themselves. At this time, the teacher also reviews the concepts and helps the learners to relate the problem with the learners' experience. In the second phase, the learners work in a group. When the learners are discussing the problems, they try to model the problem situations, share idea, and make conjecture and develop problem solving strategies based on their knowledge of informal or formal experience. The last phase begins after the learners show the progress in solving the problem. The role of learners in this phase is very important to summarize the concept of mathematics given.

The teaching and learning process using CFRLA indeed create positive effect on the teacher's and learner's interaction. The teacher is eager to listen the learners' problems because it is easier to talk with the learners in a small group. The shy learners are also confident to ask questions in a smaller group. Since the learners have easier to learn mathematics, they can solve the problems given easily, so bullying will be reduced and empathy is easily built.

6. Discussion and Reflection

From the activities which were done step by step, it can be seen that the teachers, the staff, the parents of the fourth grade learners in Muhammadiyah programme *Khusus* Primary School Surakarta showed positive response toward the project. They support the implementation of the project. The parents support the program, which can be seen from their involvement in monitoring the results. The learners also welcome the programme in which they enjoy the learning and participate actively in discussion.

The teachers as the first target also show positive manner, which can be indicated from their enthusiasm in joining the workshop, openness to the change, and implementing the Realistic Learning.

In the first outcome, that is the model of class council, it is designed by revitalizing the previous model in which the class council is chosen each month and everybody has a right to be chosen to the class council. One of the tasks which they have to do is writing about everything happening in the classroom in *Captain's Diary*. The diary gives some benefits, namely providing information of what happen in the classroom, becoming input for the teachers to make reflection, and helping teachers to overcome the problems faced by the learners. The awareness of the teachers about the importance of *Captain's Diary* automatically changes the school rules in which there are an agreement to involve the learners in making decisions. Even though it has not written formally, but the teachers agree to add the rule that they involve the learners in making decisions.

In the second outcome, the difference is seen from the implementation of Realistic Learning. At first, most of the teachers base their teaching on teacher-centered instead of learner-centered learning. Especially in mathematics teaching, teacher spent most of the time for explaining and solving mathematics problems, while learners were like an empty vessel, which were ready to be filled in with water. In this situation, the learners did not learn to understand and take the concept by solving problems with their own strategies. Attending the workshops have changed the teachers' perspectives that learning can be fun and easy. Step by step, the teachers can change their teaching method from teacher-centered learning to student-centered though active learning. Based on the questionnaire given to the learners about implementation CFRLA in mathematics teaching, it can be found that the learners are very happyas they learnt Mathematics by discussing with their peers in a group, using media, and connecting the material they learnt with daily life. The result can be seen in Diagram 1.

Diagram 1. The Percentage of the Learners' opinion about the implementation of CFRLA
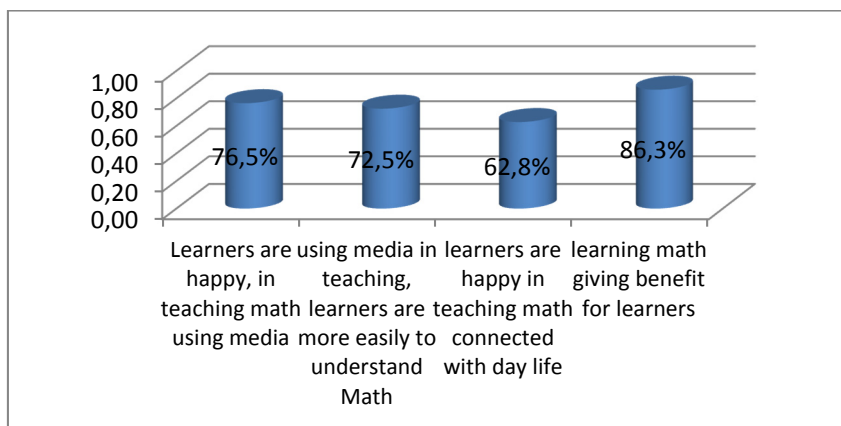
Diagram 1 shows that (1) 76,5% learners agree using media in teaching mathematics, (2) 72,5% learners agree using media in teaching because it makes them easier the to learn mathematics, (3) 62,8% learners agree if the teaching material is related to the use of mathematics in daily life, and (4) 86,3% learners agree that learning mathematic is fruitful.

The effect of CFRLA is that the learners' empathy increases. This method requires the learners to do the assignment cooperatively with their peers in a group. They face and listen to each other to solve the problem given. The process trains them to be aware of listening and understanding others. The increasing of the learners' emphaty is shown in Diagram 2.

Diagram 2. The percentage of learners' empathy in pre-test and post-test
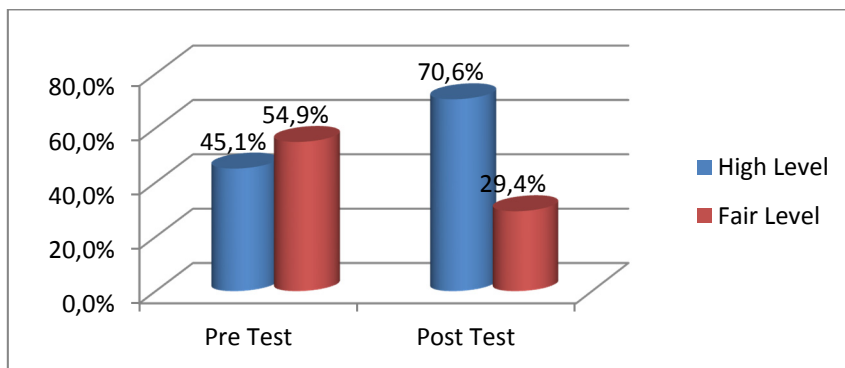
From the diagram above, it can be seen that the learners' empathy increases, that is the empathy categorized as high 45,1% becomes 70,6%. Meanwhile the empathy categorized as fair is decreasing from 54,9% becomes 29,4%. To support the effort of building the learners' empathy, training the teachers to implement the teaching approach is not enough. The teachers can observe the classroom and find the way the learners interact. The efforts are done through reading *Captain's Diary* where the teachers can find what happen in the classroom, especially their behavior during the teaching and learning process. Based on the information, the teachers can identify the learners' empathy development. To find the development of empathy, the captain should write both good and bad things happen in the class. The role of *Captain's Diary* to achieve the teaching and learning goal is illustrated in the following picture.
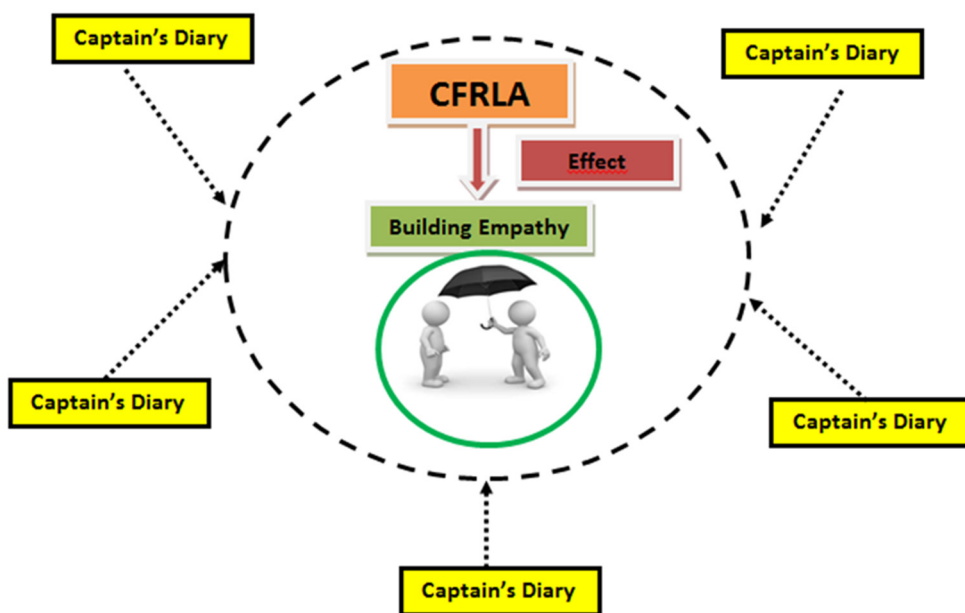
7. Way Forward

The project constitutes the cooperation between Teacher Training Faculty of Universitas Muhammadiyah Surakarta and Muhammadiyah programme *Khusus* Elementary School. This cooperation becomes symbiotic mutualism for both institutions. The teacher training center provides the experts to design Realistic Learning Approach and measure the learners' empathy. The design of CFRLA

resulted from the project becomes the newest model which can be taught to the prospective teachers who are studying in the teacher training faculty.

In order that both institutions can take its benefits, the first step to do is discussing the result of the project to the lectures and the teachers. The lecturers can see the real implementation of CFRLA in the elementary school, and identify the strength weakness. At the school level, the teachers and the school managers can gain a lot of things. The result can be used to strengthen learners' protection and participation in the school. It protects the learners from bullying and harassment since the learners enjoy and easily learn Mathematics. In the teaching and learning process, the teachers can observe how the learners learn the subject so that they can help the learners those who have problems and how to solve it. *Captain's Diary* also supports the protection since the captain reports what is happening in the teaching and learning process. However, the Captain should write not only the negative things but also the good ones. The positive things can be an input for the teachers to encourage the learners to behave positively. The diary can be a tool for the teachers to identify the learners' empathy development since giving questionnaire to measure their empathy is not enough. The instrument to measure empathy needs to be developed more since it is far from perfect. The instrument used is a questionnaire consisting of 12 questions. An ideal questionnaire should consist of at least 20 questions. In addition, there should be an evaluation on the sentences written in the instrument to make sure that the learners understand it. Hence, there is a need for the team to have more collaboration with the psychologists to develop the instrument.

For the school managers (the principals, and the vice principals), the results of the project become the input to make decisions. In the short run, the decisions are made by involving the learners' voice. The real examples are involving them to choose the menu they like, make learning contract, and choose the extracurricular activities based on their interest.

The project does not end on this final report. The results of the programme show that indeed change take time. The learning model implemented is going on for mathematics subject in the fourth grade, and it will be disseminated to other grades.

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Appendix A

An example of lesson plan based on Child Friendly Realistic Learning Approach

Lesson   : Introduction to the fraction

Time   : 2 x 35 minutes

Grade   : the fourth grade primary school Learners

Goals

After the learners follow the lesson, they are able to:

1. Symbolize the relevant mathematics from a contextual problem.
2. Communicate about mathematics during the discussion.
3. Produce a solution in their own strategies.

Activities

1. The class is divided into groups, each group with a different number of learners (the group consists of two learners, three learners or four learners).
2. Teacher explains that each group will get a piece of bread and they have to share it to all members the same size.
3. Each group discusses how to divide the bread based on the members of group.
4. Teacher asks the group to present their answer in front of the class and the other group and give an opinion or comment.

Group A consists of two learners.

Group B consists of three learner.

Group C consists of four learners.

Assessment:

Budi has three birthday cakes to share between his 18 guests. Budi doesn't eat cake, but wants to cut them, so that each guest gets an equal piece.

How should he cut them ?

What fraction is each piece of cake ?

Maria, Peter, Ali and John paid $ 20 for the taxi. They shared this equally between them.

    a. How much did Maria pay ?

    b. How much did John pay ?

    c. What fraction did each pay ?

    d. What fraction did Ali and Peter together pay

Appendix B

Leaflet to socialize the program
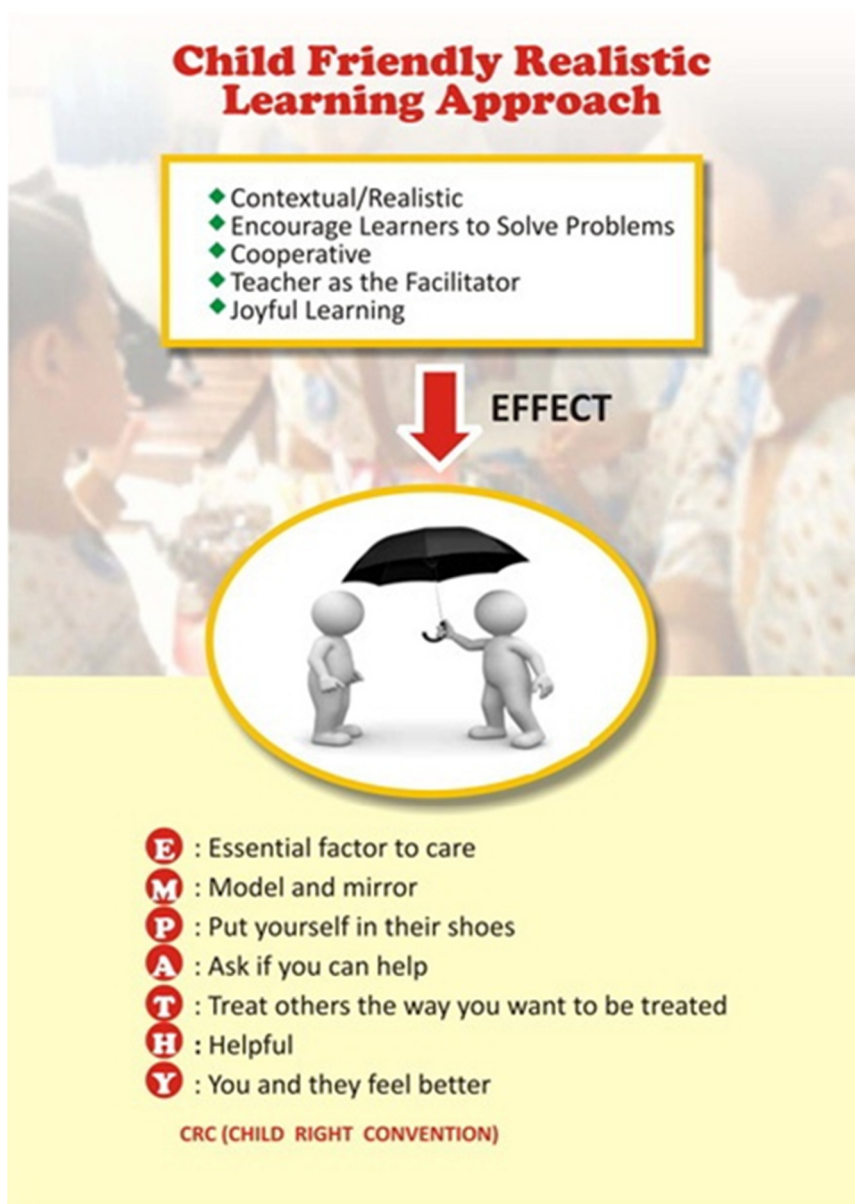
Child Friendly Realistic Learning Approach

Cooperation :
- Muhammadiyah Program Khusus Elementary School Surakarta
- Teacher Training Faculty - Universitas Muhammadiyah Surakarta
- Swedish International Development Cooperation Agency

Namibia

Namibia had its first team in batch 2 (2004) and has in total had 8 teams and 23 change agents in batches 2-19 (October 2013).

Level	Change Agents	Change Projects	Comments
National	3	0	
Region/Province/District	8	0	
Local	12	8	

Table 1. Change Agents´ professional position up to present batch (Batch 19), and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

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

Area: 825,418 km^2
Population: 2,104,900 (est. August 2011)
Capital: Windhoek
Independence: 21 March 1990 (from SA mandate)
Official language: English
National Country Coordinators:
Marthinus Hamutenya
(kudumo16@hotmail.com)
Paulus Ilyambo (in Rundu)
(paulusiiyambo@yahoo.com)

NAMIBIA

Reducing the Drop-Out Rate: A Pilot Study in Eputuko Combined School in Ohangwena Region

Likius Nghishekwa Nakamwe, Olivia Ndalikutala Shinana, and Paulus Mekondjo Iiyambo

1. Introduction

After team Namibia, batch 17 was introduced to Child Rights in Sweden during phase 1 of the International Training Programme Child Rights, Classroom and School management, Team Namibia chose to carry out a pilot study in one of their remote schools in Ohangwena Region with a high problem in drop- out rate as per statistics and embarked upon a project on it.

2. Frame of Reference

Namibia ratified the Child Rights Convention in 1990, immediately after it was passed by the UN in 1989. Currents the content of the CRC is not well known. Article 28 (1) (e) of the CRC states that "State Parties recognizes the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: Take measures to encourage regular attendance at school and the reduction of the drop-out rates.

The government of the Republic of Namibia passed the Education Act that emphasised the regular attendance of the children in schools. The state further came up with the social grant that is given to orphans and vulnerable children (OVCs) as well as the children whose parents are pensioners. This grant is used to pay for the school fees and uniforms. The Ministry of Education came up with the pregnancy policy that encourages learners who became pregnant to attend school until close to delivery and also to return to school after delivery as long as there is a proof that the baby is being taken care of. The Ministry also came up with a school feeding programme whereby learners in primary school learners of some schools with a high number of OVCs and marginalised learners are attending: still to encourage learners' attendance. The beginning of 2013 academic year marked the introduction of free universal primary education, whereby the government took over the responsibility of the payment of the school development fund for all learners from pre-primary to grade 7 in all state schools

In Namibia, in general and in Ohangwena Region in particular, drop-out rates are very high despite the government's efforts to reduce it. In the first trimester of 2012 alone 746 learners dropped from Ohangwena Region schools; 327 gave up 100 dropped due to pregnancies and 44 for unknown reasons. Being the first Namibian Change Agents team from Ohangwena we were moved by these trends of drop-out rates hence our decision to carry out a project in drop-out rates. A school with the highest drop-out rate was identified and our pilot study will be based on such a school. This school has 5 % of its learners having dropped in the first trimester of 2012.

3. Purpose

The overall purpose of the project is to create awareness of the Child Rights Convention (CRC) and how it relates to drop-outs among stakeholders and target groups. We will further solicit suggestions for possible remedies from parents, teachers and learners. We expect the participants by the end of the project to have a clear understanding of the CRC, the effect of learners' drop-outs to themselves as well as to the development of the country.

The aim of the project is to investigate and analyse the causes of the drop-out among learners in the selected school, Eputuko Combined School. Our focus will be to bring down the drop-out rate in the selected school by 50 % minimum. We will mainly focus to the two causes that rob us the majority of our learners, i.e. tired of failing and pregnancy. We are also curious about the unspecified reasons for pregnancy which

represents 6.3 % of all drop-outs. We think that some of these drop-outs might just not have been well followed up and might be either of the main causes also.

Our main targets groups of this project are the teachers, learners and parents of Eputuko Combined School in Ovamashaka dominated community in Ohangwena Region.

However, Inspectors of Education are important in passing this knowledge to the other schools in their respective circuits therefore the project will also target them. Planning and Development (PAD) Section will also be included as a stakeholder and we will send our final project report to them. Regional Councillors (Politicians), traditional leaders, Ministry of Gender Equality and Child Welfare, Ministry of Youth as well as the Women and Child Protection Unit in the Namibian Police Force will be part of us during the time of carrying out this project.

4. Methodology (Activities)

Team Namibia embarked upon sensitization activities during December, January as well as the first week of February 2013. First of all the team gave feedback to the Deputy Director of Education in the region in a form of a written report dated 17 December 2012. In such a report the team enlightened the Deputy Director about the training programme in Sweden that consists of five phases and the activities that was carried out or is to be carried out during these phases. The Deputy Director vowed to render his unwavering support to the project.

After briefing the deputy director the team requested him (deputy director) to invite stakeholders on their behalf. The stakeholders identified were Inspectors of Education, Regional Councillors, Representatives of the Ministries of Gender and Child Welfare and Youth, Representatives from the Women and Children Protection Unit, Namibian Red Cross and local Church Leaders. At the same time the team informed the Inspector of Education under which the selected school falls, about the envisaged project. In his turn, the Inspector further communicated the project to the school as well the visiting dates of the team to the school.

*The team visited the school on the 17th January 2013. On this day the team introduced themselves and the project to the principal, teachers, learners and parents. Points for discussions included inter alia the following:

a) Project rationale
b) Project plan
c) Brief discussion of the CRC with particular reference to Article 28
d) Roles of targets and stakeholders
e) Drop-out rates in Namibian schools and its relation to CRC – Article 28 thereof
f) Causes of drop-out

In general, the attendance of the school community members was really promising.

*On the 1st February 2013, CRC was introduced to the Inspectors of Education during their monthly briefing. Emphasis was put on the CRC, the 3 Ps and the roles of Inspectors in the realization of the Child Rights Convention in their schools. Six of the 9 Inspectors, which represent 67%, attended the sensitization session.

*The Inspectors session was followed by other stakeholders on February 5, 2013. This session was meant for Councillors, Representatives of Ministries of Gender and Youths, the Red Cross, Churches representatives in the locality and the Women and Children Protection representatives. Red Cross and Protection Unit representatives failed to send representatives and only 4 of the 11 Regional councillors made it to the sensitization session.

*The following activity was a workshop for parents, teachers and learners. The team divided the target group in three groups of parents, teachers and learners. Team members allocated themselves to groups; Likius to parents, Paulus to teachers and Olivia to Learners. The sessions took place simultaneously. Parents did not attend the workshop well compared to their attendance during the sensitization session.

Workshop sessions took place more in the form of lectures. Parents were however keen to pose questions as well as to air their views regarding the dropout of learners.

The mentor's visit also increased the trust in the stakeholder for the team to take the project ahead. There was the distribution of the information regarding the CRC and the dropout of learners.

The project questionnaire was distributed amongst the learners, parents and teachers, and then the interview was also done thereafter.

5. Results

Awareness of the drop-out problem at Eputuko Combined School

All those that were interviewed, parents, teachers and learners indicated that they knew one or more learners who dropped out from Eputuko Combined School. From interviews it came to light that drop-out was prevalent in grades3 through 9 and the age of drop-outs ranges between 10 and 20 years.

Causes of drop-out as suggested by respondents

All respondents have suggested the following as main causes of drop-out at school:

- Poverty
- Pregnancy
- Corporal punishment
- Indiscipline
- Lack of motivation
- High teacher turn over
- Long distances

Both parents and learners said that the *unhealthy teacher-learner relationship* at school could also be a contributing factor to dropout of learners.

Parents on the other hand added *peer pressure and alcohol abuse* as some of the causes.

Teachers also cited *relocation of parents and tired of failing* as other causes of dropout.

Learners cited *traditional marriage, bullying among learners, cattle post and overage* as causes of dropout as well.

Both teachers and learners indicated illness as one cause of dropout.

Problem faced as a result of drop-outs

The interview revealed that as a result of dropout the following problems are experienced in the school and community:

- Overcrowding as a result of readmission of learners who dropped out.
- Bad influence – learners who remain in school see those who have left the school well off and choose to drop out as well.
- Loss of talented and disciplined learners.
- Tension between parents and teachers; parents and children (learners) as well as teachers and parents.
- Bullying – teachers bullying learners; learners bullying one another, etc.
- Alcohol abuse.

Suggested solutions to the dropout at school

Parents

The parents suggested the following as possible solutions to the problem:

- Stringent actions to teachers who use corporal punishment as a means of disciplining learners.
- Establishment of relaxed school climate.
- Provision of teachers' accommodation to ensure teacher retention.
- Regular visit by outside officials.
- More education of child rights to all stakeholders is urgently necessary.

Teachers

- The school to enforce the code of conduct on corporal punishment
- Creation of sound and healthy teacher-parent relationship
- School to follow-up on drop-outs (school authority)
- More emphasis to life skills teaching

Learners

- Equal and respectful treatment of learners by teachers
- Encouraging learners to work had at school and to stress the importance of schooling
- Peer support both morally and academically
- Clinic establishment in the vicinity
- Boarding provision to cut long distances
- Increased awareness of pregnancy policy and full implementation
- Establishment of sound and relaxed school atmosphere which promotes regular communication between school community members.

Motivational Strategies

When asked to suggest ways to motivate learners to want to stay at school till they finished, the respondents suggested the following:

Parents

- Regular motivational talk by both insiders and outsiders of the school
- Regular visit by regional officials to renter support when needed
- Reward to performing staff members.

Teachers

- Talking to learners with emphasis on learners' potentials and peer pressure
- Awarding regular attendance of both staff members and learners

Learners

- Motivational talk by both outsiders and themselves (learners)
- School to adopt open door policy and clear ways to register grievances

- Inclusion of learners in decision making on issues pertaining to them
- Recognition and awarding good work by learners
- Provision of safe and inviting school environment (clean water, accommodation, power, library)
- Peer coaching

Support needed by learners from different stakeholders

During interview and through questionnaires the three groups indicated that they need support from other stakeholders in order to bring down or, alternatively, eliminate dropout at Eputuko CS. They indicated to be in need of the following support. We will focus to the learners as we regard them as the main target group of our project.

- Learners expect humane treatment, respect and acceptance from parents and teachers as well as fellow learners.
- The demand to be accorded chance to take part in decision making platforms where issues pertaining to their well-being are discussed.
- They expect teachers to act in loco parentis.
- They demand regular communication with both teachers and parents.
- They need protection against inhumane treatment, bullying and assault.
- They expect parents to make provision of their basic needs. (food, clothes, love, care, etc.)
- They expect to be taught life skills by teachers.
- They need the school head to enforce laws that prohibit the use of corporal punishment as a disciplinary measure.
- Learners expect to be counseled.

6. Discussion and Reflection

We team Namibia believes that our results are relevant and we surely hit the nail on the head. The topic of CRC might be abundant in the media but is "unknown" to the majority. With the passage of time our stake holders will have a clear understanding of the concept and link it to the threatening dropout phenomenon of learners in Namibian schools. At this stage of collecting data both parents, teachers and learners have indicated awareness about the drop out at Eputuko Combined School. Both parents, teachers and learners took time, were willing and provided the

team with more or less similar reasons on the actual causes of drop out at Eputuko Combined School. The Headman, parents, the principal, teachers and the learners have grasped and have shown an understanding of the link between Child Rights and the drop out. Moreover parents, teachers and learners have provided the team with some doable/workable solutions, motivational strategies to motivate learners and constructive supports needed in order to reduce drop-out rate which is likely to transform the situation at Eputuko CS into a child friendly school/ environment if these solutions, motivational strategies are implemented effectively and efficiently. From the responses of the target groups it also became clear to the change agents that regular dialogue between target groups is needed. The drop - out rate has also reduced at the school. The team presumes that the project has also changed the mindset of the learners because the results/performance of the school has improved.

Challenges

A challenge of 'blame shifting' is one of the cumbersome hurdles the Namibian Team has to find ways to overcome. In our briefings, a tendency was: Parent blaming teacher/child/state (laws); teachers blaming parent/child/government; learners blaming teacher/parent; etc. This blame shifting is tantamount to blocking finding a common solution to the problem.

At this stage of data collection, there were still some of the responses which shows the lack of understanding of other stakeholders roles by the target groups, as supports (responses) needed by the target groups from other stakeholders, to a certain extend were not in line with Child Right Convention.

Time constraint was one of the challenge when the team was planning and arranging to meet the target groups for data collection, to meet for data analysis, discuss the way forward and to finalize the final report.

7. Way Forward

At this phase the team have established the ground for improving/reducing drop - out rate at the school. The team has sensitised both stakeholders in the region which might result in institutionalising child right approaches at homes, at school focusing on learning and teaching approaches.

There will also be a continued need to approach the Ministry of Education and Policy Makers to effectively implement this Chapter of Child Rights as per The Namibian Constitution.

The team will continue schedules for conducting meetings and interviews with the target groups in order to get feedback whether a child friendly environment is being established at the school.

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Appendix A

Project Plan

OUTCOME 1	Indicator/ Monitoring	Time
Participants in this project understand the connection between CRC and the causes of dropping out.	Interview and questionnaires	
1.1 OUTPUT	**Indicator/ Monitoring**	**Time**
School with the highest drop-out rates in the region identified	statistics	
1.1.a Activity		
Collecting statistical data from Planning and Development (PAD) Section and securing permission from the Regional authorities to visit the school.		November 2012
1.1.b Activity		
• Seeing the IoE and present the pilot study • Introducing the change agents and the project of change to the school authority and agree of the number of target group member.		December 2012

1.2 OUTPUT	Indicator/ Monitoring	Time
The teachers, learners and parents in the xxx school are aware of the connection between CRC and drop-out rates due to reasons such as: • Learners were tired of failing (gave up, laziness/lack of interest) • Pregnancy • Unspecified	80 % participation	
1.2.a Activity		
Meeting target group to introduce the pilot study as well as to sensitize them about CRC.	Happy faces Participants ask lots of questions Showing interest Demand for material	January 2013
1.2.b Activity		
Workshops about the connection between CRC and drop-out causes. The intention is to workshop parents, teachers and learners in different venues at the same time.		February 2013
1.2.c Activity		
Collecting data about the causes through interviews and questionnaires		March 2013

OUTCOME 2	Indicator/ Monitoring	Time
The parents, teachers and learners suggest possible remedies that include CRC.		
2.1 OUTPUT	Indicator/ Monitoring	Time
The target groups understand and analyze what is the hidden agenda behind these three causes: • Learners were tired of failing (gave up, laziness/lack of interest) • Pregnancy • Unspecified		
2.1.a Activity		
Meet and show result of the interviews and questionnaires for the principal, parents, teachers and learners.		April 2013
2.1.b Activity		
Workshop on soliciting suggestions for possible remedies from parents, teachers and learners.		June 2013
2.2 OUTPUT	Indicator/ Monitoring	Time
To put these remedies into practice		
2.2.a Activity		
Send the final reports to the principal as well as to the stakeholders.		March 2014

Appendix B

Questionnaire

Questionnair on the change project to be completed by the target groups (principal, teachers, and learners) and other stakeholders.

Purpose of the research:

(i) To create awareness of the Child Rights Convention (CRC).

(ii) To investigate and analyze the causes of the drop- out among learners at Eputuko CS.

(iii) To solicit possible remedies and/or find solutions from both target groups and stakeholders

Please we are appealing to you to take time to complete this Questionnaire.

Part A: Personal information of respondent

Please tick the appropriate box next to the correct information in the tables below:

Principal	Male		Female	
Teacher	Male		Female	

Learner	Grade	7		8		9		10		Male		Female	

Parent	Male		Female	

Other Specify:	Male		Female	

Part B

In this part provide the team with more details on the various reasons which contribute to learner's drop-out rate at Eputuko Combined School.

1. Do you know any learner/learners who had dropped out of Eputuko CS? Tick the appropriate box.

YES	
NO	

2. If Yes:

How many boys? _____   How many girls?_____

Age:_____ Grade_____   Age:_____ Grade:_____

3. Do you know why this /these learner (s) has/have dropped out? Tick the appropriate box

YES	
NO	

4. If Yes:

Please describe with your own words why you think this/these learner/learners has/have not completed school. Please do not mention any name (s) of the learner/learners!_____

5. Would you like to tell us more about the problems you are facing with dropping out at Eputuko Combined School? Please provide the team with true evidence and in-depth findings. _____

<u>Part C</u>

The Convention of the Right of the Child can be explained in three parts referred to as Three Ps as it follows below:

Provision: This part entails that learner's physical, emotional and psychological wellbeing is of utmost importance. The learners need to be provided with all their physical, emotional and psychological needs.

Protection: This entails that learners should be protected. The state is responsible to ensure that it prevent all forms of violence against children.

Participation: The last part deals with children into many activities which helps them to develop holistically. It the right of children's to participate in a free, relaxed, child-friendly school where learners express their thoughts and participate in school activities, establishment of school rules and problem solving.

1. Reflect on the three Ps above (Provision, Protection and Participation):

Do you have any solutions/suggestions on how to solve the problem of dropping out at Eputuko CS?

2. Do you have any suggestions how to motivate learners to finish their schoolings?

3. What kind of help or support do you need to reduce the dropout rate at Eputuko Combined School?

(**i**) from teachers/ principal (**ii**) from parents (**iii**) from learners (**iv**) from the community (**v**) from Ohangwena education directorate (**vi**) from the ministry of gender equality and child welfare (**vii**) from the ministry of safety and security; child protection unit division (**viii**) from the church leaders (**ix**) from the head man (**x**) from the ministry of labour (**xi**) from the office of the counsellor

South Africa

South Africa has its first team in batch 3 (2005) and in total 8 teams and 23 change agents in batches 3-19 (October 2013).

Level	Change Agents	Change Projects	Comments
National	1	0	
Region/Province/District	14	0	
Local	8	8	

Table 1. Change Agents´ professional position up to present batch (Batch 19), and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

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

Area: 1,221,037 km^2
Population: 51,770,560 (est. October 2011)
Capital: Pretoria (admin), Cape Town (leg),Bloemfontein (judicial)
Independence:
Official languages: Afrikaans, English, Ndebele, Pedi, Sotho, Swazi, Tsonga, Tswana, Venda, Xhosa, Zulu.
National Country Coordinator: Rapuleng Matsaneng (in Bloemfontein) (matsaneng@edu.fs.gov.za, or matsanengj@gmail.com)

SOUTH AFRICA

Addressing Basic Needs of Orphans at Rekgonne Primary School

Senooe "Suzan" Mafalatsi, Mphatsoanyane "John" Leburu, and Leeuw "Clarice" Deliwe

1. Frame of Reference

The first democratic elections, held 27 April 1994, gave birth to the new Constitution in 1996. The rights of the learners are well spelled out in Chapter 2 of the Constitution Act 108, of 1996. In 1996 the South African Schools Act (SASA), Act 84, give provision for the protection of learners and the provision of quality education.

South African Government provides free hot meals for every child in a school classified as quintile 1, 2 & 3 under the National Nutrition School Programme. One of the Government priorities is to provide shelter for every citizen in the country under the RDP (Reconstruction Development Programme). There is a positive movement towards CRC implementation in most South African Schools.

The principle embraces 3 Ps, namely: Provision, Participation and Protection.

Provision: food, health, social security and education.

As a school we have a responsibility to ensure that children have access to equal education, food, access to documents, access to health care services.

Protection: neglect, maltreatment, vulnerability to child labour.

As a school we will also provide a healthy environment for learning and teaching so as to avoid any outside interference/abuse. The child will be developed in totality, that is: emotional aspect, social aspect, physical as well as spiritual aspect.

Participation: right to act in decision making. Participation will enable learners to develop life skill for example vegetable garden management.

The legacy of apartheid in South Africa has resulted in rampant poverty and cross racial disparities in education and health care has made black South Africans susceptible to HIV/Aids. Based on statistics given by the Department of Health study of 2010, the study estimates that, HIV/Aids amongst pregnant women is highest in Kwazulu Natal Province with 39.5%, then Free State Province is 30.6% being number 3 in 9 Provinces, the lowest province is Western Cape with 18%. The statistics show that many children are left as orphans looking after the young ones/ siblings at a young tender age. The total number of orphan learners, registered with Free State Basic Education is 26 450, and Motheo District with 7959 orphans.

Orphans in our schools have shown a significant rate of depression, anxiety, post-traumatic stress, peer relationship difficulties, suicidal urges, delinquency and homelessness. Orphans are particularly vulnerable to poverty, malnutrition, exploitation, sicknesses and sexual abuse which lead to intense psychological trauma. This clearly shows that, there is an urgent need to address the basic needs of the children.

Currently we want to strengthen the implementation of the CRC at Rekgonne Primary School, main focus being on the 242 Orphans within the school.

Baseline

Number of Orphans at Rekgonne Primary School was 422 when we started the project. And our definition of an orphan embraces learners who have lost both parents and one parent. The SBTS (School Based Support Team) was responsible for profiling them. SBST is that group of dedicated teachers who volunteered to work with change agents to handle the orphan project. They all have the love of the children from their hearts; and go that extra mile by scouting for food and sponsors for them. But, the key duties are to find IDS and birth certificate for them. IDS are key identification documents in South Africa because they are a passport for free state grants and housing as well as school registrations imperatives.

Those learners already receiving social grants and living in the Reconstruction Developmental Project houses [free houses given to orphans and needy by the state] are removed from the database by the SBST. As we peruse our data during the writing of this report there were 159 who do not have IDS documents. They do not have it because their late parents could not register them with Home Affairs Department, which is responsible for that; or some were just irresponsible, because of lack of education amongst them. Be aware that the living conditions of orphans are characterised by poor families, high unemployment rate, living in shacks, high illiteracy rate, various infectious diseases like: HIV-AIDS/TB/cancer and malnutrition. Parents who work are migrant labourers ie: they work in mines far from their places like Welkom and Johannesburg. The migrant labour encourages separation of parents and their children thus non-attendance of schools. Fathers neglect their homes and wives, and find marriages elsewhere; thus increase of illegitimate children. No one at home registers the children to acquire IDS. The latter become street children and thus makes it tough for the authorities to register them as they cannot be traced and have no fixed addresses. Even, when the social workers find them in the streets, it becomes difficult to absorb those children into the school system. The problem of lack of IDS thus becomes perennial.

The SBST tries to counter-act the abovementioned situation by organising the Jamoborees (events whereby all stakeholders are called to offer services to needy and orphans).

2. Purpose

Improve the living conditions of the orphans at Rekgonne Primary School, enable them access to school, access to funds, access to documentation and to strengthen their participation in their education.

3. Methodology

Our point of departure was to profile the orphans. The guardians were called to parents' meeting; organised by SBST,SGB (School Government Body) and the change agents. During the meeting a brief talk on Sweden visit was outlined and all were told about the project. They were given forms to complete about the orphans in their care covering: needs for IDS; housing, uniform, grants as well as whether the child had lost one parent or both.

The list was collated by the SBST and the Principal; and it was agreed that as the needs are met, each and every orphan will be ticked or removed from it.

Secondly, we planned a series of meetings with stakeholders as shown below by the following table.

Activity/Date 2012-2013	Service Provider	Those consulted	Purpose
Meeting the DMT *12 November*	Change Agents	District Managers	Sell the project to them and ask for permission to implement
Meeting with SMT (School Management Team) / SGB / Staff, SBST 15 *November*	Principal	Stakeholders	Advertises the project
Meet interested NGOs: • Post Office • Old Mutual • Prosecutors • Love Life • Social Development Representatives • Inclusive Education *3 February*	Change Agents	Stakeholders	Information about the project. Asking for financial help.
Meeting with all learners Meet Only Orphans & Their Guardians *7 February*	SGB and Change Agents	Learners	Involve them

Jamboree 7 September	Change Agents & Sister Department Representatives	Community	Provide Identity Documents
Food Garden (Municipality) October	Environment Committee Principal Municipality Representa-tives	Learners	Start a food garden to provide food
Mentor's visit November	Change Agents	Parents & NGO:s	Share ideas
Meeting all stakeholders with the mentor November	Mr. Matsaneng (Provincial Coordinator for Change Agents(& Principal	NGO:s	Follow the implementation process
Class visits and meeting with parents, teachers, learners and stakeholders November	Bodil & Principal	Learners, parents	Real class implementation, information

4. Results

Our next step after drawing the list of orphans data was to give all stakeholders the report from a visit from Sweden. The DMT (District Management Team (was met by Me. Senooee and Deliwe as planned; whereas the Principal was to meet the school stakeholders. The former DMT was there to inform them so at to influence them to buy—in and offer support in a form of permission to sell the project at school,and assist us with transport.

As stated above the principal met the school communities to inform them about the project and expectations from them. He met the SMT (school heads of departments(, staff, SGB(school governance]as well as guardians of orphans identified. We were fortunate because after our explanations and clarifications of what the project entails, all agreed to work with us.

The other step was to meet orphans and the needy. We met both group because it was difficult for us to separate the two, although it was easy to distinguish them! We were sensitive not to discriminate unawarely.

What was regarded as a key meeting was between the principal and other change agents with the SBST and SMT of the school. Why? They will be driving the project from the school and community level. And they will be dealing with the orphans directly on a daily basis. It was on the 15th November 2012 when we were dealing with the advocacy. Positive responses were received from them, as seen from their inputs eg: orphans must be part of the decision-making. This was a bonus for us as it addresses the other P (Participation).

We cascaded the message further to the NGOs (non-governmental bodies) like: Old Mutual; Shoprite; Prosecutors; Post Office Staff members as well as South African Police Service (S.A.P.S).The idea was just to formalise our project, because most of them were already helping the school. They intensify the sponsoring of the school with the following basic needs of the orphans: shoes; groceries; toys; uniforms of the school as well as money to buy clothes.

The school organised a general parents' meeting so as to inform all parents about the 3 Ps and ideals of CRC. More than 700 parents converged at the school hall. This was a sizeable number according to the register of the day. The experiences from Sweden pull them, as they want to hear more about this child-friendly country. The agenda was: Sweden compared with SA and briefly on why we visited Sweden and who have sponsored us. We took the advantage by practicalising the 3 Ps. We encouraged the parents to apply them at their homes. The parents were excited because of their inputs like: desire to start a food garden and to produce cheap uniform of all the learners, although the orphans will either get a free one or at a discounted price. The concept orphan got a new meaning. One who must participate, be protected and provided for.

The children, orphans and needy, were met separately. The reason for this was to sell the ideas of the 3 Ps to them and encourage them to talk and shape the direction of the project. They became aware that help starts with them. They became drivers of food garden by removing weeds and deciding on when to water it.

They responded positively as seen from their inputs from the essay competition they participated in. To select a few suggestions from the easy will amplify the above as:

- let us work in the garden;
- the school must start a suggestion box;
- include the needy during the school giving days.

The striking one was the desire to participate and protection from bullying at school.

Change agents from the district level reinforced the above by organising a workshop for them. Case-studies and role-playing as techniques were used. We asked them how will they distribute donated shoes if learners in need of new shoes are many. The majority response was to give to the most needy first. The SBST has adopted that approach.

A Jamboree became the continuation of the support to this vulnerable group of children. It was held the 7th September 2013, with Sister Departments (Education, Health, South African Police Service, Home Affairs. Community and all learners from neighbouring schools were assisted e.g. with Birth Certificates, Identity Documents, Certifying of Required Documentation and Health Services. According our records from the registers that circulated during that day; more than 275 families arrived and got assistance. It was a bit disappointing as less than 32 learners were referred to regional offices to complete IDS forms. Only interviews were done and they were referred for further help. The Jamboree events deepen our knowledge about the orphans, as some were not from our school. This necessitated the need to cascade the project to the adjoining schools. We agreed that SBST of those schools will be invited so as to know more about the project, especially the 3 Ps.

The demand for shoes, housing and participation was greater than we expected, as inferred from the Jamboree day.

As agreed during our stakeholders meeting, food garden was logically the other practically thing to do. It unfolded this way.

Parents volunteered in the garden project, and also local municipality *Mangaung Metro* provided the school with their staff members to assist parents with the development of vegetable garden to alleviate poverty. Nature blurred our goals in these ways: we had a bit of a drought period; birds ate some of our crops as well as loitering dogs from the adjoining locations. We thus failed to harvest. The parents are not helping as they want to be compensated. But the team from the Mangaung

Municipality is involved. The learners are being trained in skills for gardening. And we hope after some expert training and motivation they will be involved.

Our greatest motivator for the project was mentor's visit which took this shape. Bodil Rasmusson visited the school from the 21st to 25th November 2013. She met with staff, NGO's, chief director for curriculum development & support, learners and also change agents and principals.

The school and parents communities will never forget her as they keep on talking about this warm lady. Her donation of garden have instil the sense of working; as planting was reinforced (see attached visit photos as they will do more appealing).

Evidence of successes

Before and after:

Above: Charity begins at home: Principal Leburu donated shoes.

Above: Sponsor from Windmill Casino

Above: Sponsor from Shoprite Supermarket

Christmas groceries

Above: Sponsor from Local Post Office

Above: Parents preparing vegetable garden

Above: Feeding scheme at school

Jamboree Activities, Department of Health

5. Discussion and Reflections

As much as we have succeeded on our project, we have also experienced some challenges as a team. Parents involvement is still lacking in our schools, we need to educate our parents that is important for them to take part in their children's education. Many people in our communities still need government services that are far from their living areas. Children in need still need more services from the school and the government and awareness on the rights of the children. All the challenges mentioned will never stop us as change agents from taking the project forward.

Other challenges were also there:

Time: We were unable to meet as we wished because of different work schedules like: exam-times; department yearned for high marks thus great pressure on us; introduction of new curriculum and lack of finances.

6. Way Forward

The challenges will never stop us from taking the project forward. As change agents we realise that political landscapes will change, but the orphans will still be there. We have to spread the gospel of CRC and to share our experiences.

Even though in 2014 South Africa is celebrating 20 years of democracy there is still much that needs to be done. Many people are still suffering from high rate of unemployment and crime which includes child and women abuse. As South African change agents we strongly feel we need to spread the idea of the 3Ps to many schools and other departments that have interest on the child. As change agents we have to strengthen our relations with home affairs to speed up the issuing necessary documents like birth certificates and identity documents so that they can access education easily. The vegetable gardens to be sustained at school and to be introduced to the learners homes. Department of health, Justice, women and children, NGOs and other stakeholders to be persuaded to assist in educating the children and the communities about the rights of the children and work together to create a child friendly school. Skills development programme is also needed in the area to assist parents who are unemployed to open their own bakeries at home and mini market that will learners to have food on the table to avoid long time dependency. Working together will assist us to change the lives of the learners at Rekgonne, the community of Bloemfontein and the province.

As South African change agents we strongly feel we need to:

To spread the ideals of the 3 Ps and CRC to other schools.

- To influence the Department of Home Affairs to provide Identity Documents on time.
- Local Housing Department should be persuaded to provide houses to learners living in shacks.
- To sustain a productive food garden that can support the needy with fresh vegetables.
- To increase companies and NGOs involvement in the projects.
- To encourage guardians to produce school uniforms or buy bread making machine (introduction of skills development programmes)
- To model REKGONNE SCHOOL into a child- friendly school that can be emulated by others.

- Organise needy day were the children play different games and debate issues affecting their welfare.
- Write about the project in the weekly newspaper on term basis e.g.: CRC Imperatives/News about child rights.
- Jamboree to be reorganised again because of the absentia of South African Social Security Agency.
- School Based Support Teams must twin and network so as to sustain the project, after being workshoped by the change agents
- Food garden to be run by the orphans themselves to promote learner participation.

The project will never die because our mentor fuelled it during her visit. The 3 Ps is now the buzzword and we promise to change the lives of the orphans for the better.

We want to the thank LUNDS STAFF AND SIDA for caring about the children's rights, keep going.

"Forward ever, backward never"

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Tanzania

Tanzania had its first team in batch 1 (2003) and in total 14 teams and 40 change agents in batches 1-18 have participated (October 2013).

Level	Change Agents	Change Projects	Comments
National	20	1	
Region/Province/District	7	1	
Local	13	12	

Table 1. Change Agents´ professional position up to present batch (Batch 19), and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

Geographically the recruitment has mainly been from Costal 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: 44,929,002 (est. August 2012)

Capital: Dar es Salaam/ Dodoma (leg.)

Independence: 26 April 1964

(from UK-administered UN trusteeship)

Official Languages: Swahili, English

National Country Coordinator:
Elia Kibga (kigbaelia@yahoo.co.uk)

TANZANIA

Integrating Child Rights Content (3Ps) in the Teacher Education Curriculum, Particularly Professional Subjects

Basiliana Caroli Mrimi, Fundikira Justine Ekerege, and Philipo Raphael Sungu

1. Introduction

"Children's temperament interacts with multiple environmental factors such as parenting style; disciplinary patterns at home and school; stress such as marital disharmony, domestic violence, etc. Many children are not ready or prepared for the demands of the school in terms of academics, social and interpersonal relationships. It is therefore important to try and understand what could be causing the behaviour as underlying emotional problems often result in disruptive behaviour in children. It is also necessary to provide opportunities for children from different backgrounds to learn psychosocial skills. When adults view problem behaviours of a child as a product of interaction of various psycho-social and biological factors, it helps to understand that the child needs help rather than punishment" (Bernat Lakshmanan, 2012, pg 16).

The above version concern is that, Child caring in school is solely in the hands of the teacher. The teacher is the one who is supposed to make sure that the rights of the child are promoted, protected and fulfilled in the school context. This being the case, teachers need to be conversant with knowledge, skills and attitude about who is a child? What surrounds him/her at home, at school and the community at large? What does he/she need and supposed to? What are his/her rights and responsibilities? How

to care for this child in a holistic manner? These are some of the questions that educators and teachers need to think and digest in order to cater for children rights and responsibilities.

2. Frame of Reference

Tanzania 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; 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.

Among all the reforms stated above, The United Republic of Tanzania is committed to upholding the rights of children. To demonstrate this commitment, the State has ratified key international and regional human rights treaties as well as national policies, and, in 2009, adopted the Law of the Child Act No. 21, which domesticated core child rights standards in line with the UN Convention on the Rights of the Child 1989 and the African Charter on the Rights and Welfare of the Child 1990. However 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 and duties in the country.

Together, these instruments and administrative setup provide a comprehensive and detailed framework for child protection and justice, covering all children who come into contact with the justice system, whether as victims, witnesses and alleged offender. Child justice also encompasses access to justice for children - either to respond to children's need for care, custody or protection or to provide a just and timely remedy for violations of their rights in any environment whether in school, home or community.

Other steps like the integration of child rights (Provision, Protection & Participation: 3Ps) in the Teacher Education and schools curricula have been taken to define the

170

obligation of individual tutor, teacher, teacher trainee and Government to ensure the realization of the child rights in schools.

Although, significant steps have been taken so far, we find that, the full realization of child rights is still far from being a reality in our schools. There is little child rights education for tutors, teachers and teacher trainees. Little has been done in the pedagogy with regards to the rights of the child to participate in the learning process. Much more need to be done in order to facilitate the realization of child rights in schools.

3. Purpose of the Project

We learnt from previous change projects that, some efforts have been made to initiate change process on CRC in primary schools, secondary schools and Agency for Development of Educational Management (ADEM). We felt that, it was high time to pull together these efforts and formalize them. Children spend most of their life time in schools where teachers are the key actors. We therefore felt that, taking teachers' colleges as an entry point of pulling together the existing CRC efforts was an appropriate one.

We were aware that the content of Human Rights (HR) has been integrated in the curriculum of teachers' colleges and schools particularly in General Studies and Civics subjects respectively. However, our main concern was not only HR content, but also CRC content especially to teacher trainees. We also felt that, since teachers remain to be the key actors in the CRC implementation, the content of CRC should be integrated in the professional subjects. This was because, professional subjects are compulsory and therefore teacher trainees are required to study them seriously and obtain a pass on these subjects; otherwise they would not be certified as teachers even if they pass the rest of the subjects. So, if CRC content will be integrated in professional subjects, all incoming teachers will consider Child Rights as an important aspect of their professional work.

Our purpose therefore was to identify what was there and what is missing in Teacher Education Curriculum for preparing primary school teachers as per CRC content so that the CRC content is integrated in the professional subjects for Certificate Teacher Education Curriculum.

4. Methodology (Activities)

The major activities of the study and data collection accomplished during the entire period of the project include, the communication made with different authorities and stakeholders and the assessment of the magnitude of the problem.

4.1 Communication

a) Authorities

At the stage of communication, various authorities and stakeholders were consulted by team members in order to get their comments regarding the project as a whole, its significance, sustainability and impact to the society, both, in short and long term perspectives. The authorities contacted were: Deputy Permanent Secretary, Ministry of Education and Vocational Training (MoEVT); the Commissioner for Education, MoEVT; the Executive Secretary, Commission for Human Rights and Good Governance (CHRAGG); the Director for Teacher Education Department, MoEVT; the Director for Secondary Education Unit, MoEVT; the Director for Human Rights Department and the Director for Public Education and Training Department, CHRAGG.

All the contacted authorities were vital for the support and success of the project in terms of transport facilities, permission to run every process of the project and adoption of the end results.

b) Stakeholders

According to the initial plan, the intention was to conduct the stakeholders meeting with a view of presenting our project plan and receive their comments before setting out for the project implementation. However, due to lack of resources (financial and time), the meeting was not possible. Instead, different stakeholders were visited individually in their respective offices. These include: the Assistant Director of the Diversity Unit, MoEVT; representatives from Tanzania Institute of Education (TIE); representatives from Teacher Education Department (TED); representative from the Inspectorate Department; representatives from the CHRAGG (CRC focal person); and representative from MoEVT (CRC focal person). The team also managed to attend the meeting organised by the CRC previous Change Agents in which case the project plan was shared and valuable comments received. The Project plan was also shared through emails to other CRC previous Change Agents who were unable to attend the meeting.

4.2 Situational Analysis

The purpose of the analysis was to identify:

a) What is contained in the professional subjects of the Teacher Education Certificate Course with regard to the content of child Rights?

b) How do the tutors prepare teachers who are competent with taking care of children rights and duties in schools after their graduation?

c) How do the practising school teachers take care of children rights and duties in their day to day work?

Data collection and analysis were guided by qualitative methods.

4.2.1 Syllabi Analysis

Syllabi for professional subjects in the Teacher Education Certificate Course were analyzed. These were: Primary Teacher Education Certificate Course, Pre-primary Teacher Education Certificate Course as well as Physical Education and Sports Teacher Education Certificate Course. The corresponding professional subjects names of these syllabi in Kiswahili are "Ualimu Elimu ya Msingi", "Ualimu Elimu ya Awali" and "Ualimu Elimu kwa Michezo" respectively. The syllabi analysis intended to identify the extent to which the content of child rights is covered in those Syllabi.

4.2.2 Field work at Vikindu Teachers College (TC)

Data were gathered through the designed scientific tools which included:

a) interview guide for college principals;
b) questionnaire and focused group discussion for tutors;
c) questionnaire and focused group discussion for student teachers;
d) questionnaire and interview guide for teachers in the practising school;
e) focused group discussion for pupils in the practising school; and
f) observation checklist for the school and the college.

4.3 Target Population, Sampling Methods and Sample Size

The valuable inputs for the project plan from the authorities and stakeholders were taken on board which led to the decision of narrowing down the focus and scope of

the project plan. In this case, a purposive sampling was used to select only one Teachers' college; Vikindu which prepares Primary School teachers and Vikindu practicing primary school. The population from which respondents were drowned included the following; college principal, college tutors, student teachers, primary school teachers and pupils from the practicing primary school.

The Stratified Random Sampling technique was used to select the sample from each category of the population strata (class, gender, roles, subjects taught) in order to get a representative sample as follows:

a)   1 college principal;
b)   5 college tutors;
c)   6 student teachers;
d)   7 practising primary school teachers; and
e)   6 pupils.

5. Results

5.1 From authorities and stakeholders

All the authorities and stakeholders consulted approved the project plan with the emphasis that; in our context, it is necessary to strike a balance between children rights and their duties. In Tanzanian context, the community always feels that, it is dangerous to emphasize child rights and be silent about their duties/responsibilities however minimal they are as highlighted in the curriculum.

5.2 Gap identified

The gaps identified during the project were categorized in three main themes namely: child rights content in the professional subjects syllabi; teacher preparation with regards to child rights competence; and teachers' practices in school with regard to caring for children rights.

Child Rights Content in the Professional Subjects Syllabi

Syllabus analysis revealed that, commendable efforts have been made by the government to integrate the content knowledge of Child Rights in all the three syllabi

for professional subjects of Teacher Education courses (pre-primary and primary). For example; the content of child development and growth, inclusive education, cross cutting issues and guidance and counseling have already been integrated. In addition, the syllabi emphasize participatory approaches to the process of teaching and learning to ensure child's rights to actively participate in the learning process, to listen and to be heard.

However, it was suggested that a sub-topic of Child's Rights and Duties be added in **topic eleven** of the Primary teacher education syllabus just as a sub-topic of Teacher's Rights and Duties is clearly placed. The same observation was pointed out during interview with student teachers so that it is emphasized as an important part of their professional learning.

Teacher Preparation with regards to Child Rights Competence

Despite the fact that, the Child Rights is integrated in the syllabi to a great extent, the gap has been noticed in tutor's interpretation and use of the said syllabi. For example; the College Principal pointed out that, the interpretation of the syllabus is a challenge to most tutors because they have limited knowledge/orientation regarding Child Rights. This was also evident from tutors' responses; while three of them said YES, that the existing Teacher Education Curriculum provides Knowledge, Skills and Attitudes to student teachers about Child Rights, the remaining two tutors said NO.

In addition, 4 out of 6 student teachers said that, they have learnt about Child Rights in only 'Uraia' (Civics) subject. No single student teacher said that he/she learnt Child Rights in the 'Ualimu' (Teacher Education) subject. Likewise, all teachers in the practicing school said that they had some knowledge about Child Rights but mostly through media, such as, TV, Radio, Magazine and Journals. On the other hand, there was only a mention about learning it in the teachers college. On this question, all tutors responded that they had heard about Child Rights but only through media, literature, national events and international conference. This shows that, there had been no formal training or in-service training for tutors regarding Child Rights.

Teachers' Practices in School with regard to Caring for Children Rights

The team had an opportunity to observe the English lesson at the Vikindu T.C practicing primary school in which case the English teacher was teaching grade VI. The sub-topic was *'Using why and because'*. Generally, the communication between and among the teacher and pupils was good. There were freedom of expression among pupils, the teacher was very keen to listen to pupils' ideas, she encouraged every pupil to participate in the learning and respected the ideas, she was friendly and

responded positively to pupils' questions, she went round to check and help pupils with difficulties. The team feels that, the observable classroom teacher's behavior had been due to the ideology of learner-centered teaching and learning approach which is emphasized in all levels of the Tanzanian education Curriculum.

On the other hand, some responses from questionnaires revealed that, there are some elements of 'punishment' that teachers use to handle misconduct behavior. For example, one teacher said in Kiswahili; "kuwapa adhabu kali" (means, administering to students severe punishment). Also, one of the tutor said in the questionnaire that, corporal punishment is among the existing practices which are against Child Rights.

Likewise, student teachers' response to the questionnaire indicated that, a teacher without child rights knowledge is expected to "humiliate a child, won't care and fulfill his/her responsibilities, can't listen to what children say, can create fear, worries and hence scare them. These practices are expected to happen in the school because the teachers' knowledge about Child Rights is limited. Therefore, student teachers showed interest in introducing the child rights club for awareness creation purposes and increasing multiplier effects within and outside the college community.

5.3 Bridging the gap

In order to attain the project outcome: it was necessary to facilitate the introduction of the child rights club by student teachers; design the training manual for tutors; share the draft manual with tutors and teachers for inputs and improvement; share the tutors' and teachers' recommendations for refining the draft with authorities, stakeholders and the larger public; as well as follow up on final improvement, production and use of the training manual by college tutors in Tanzania.

In addition, we shared the plan for bridging the gap with the mentor when she visited us in October, 2013. Together, we visited the project site (Vikindu TC) and had sessions with members of student teachers child rights club. In the session, they demonstrated their initiatives so far about child rights awareness creation within and among themselves. They also presented songs, role play and poems on the same. Other places visited include Pendamoyo secondary school, ADEM, Commission for Human Rights And Good Governance (CHRAGG) and SIDA office Dar es Salaam. Below are some pictures which were taken during the mentor's visit in Tanzania:

After the site visits, we had reflection session where we shared our plan on bridging the gap and our mentor Prof. Agneta had enriched our plan.

Introducing Child Rights Club to Student Teachers

The introduction of the change project at Vikindu TC, student teachers were motivated and decided to introduce child rights club in the college for creating awareness of the college community and sustainability of the project. We, the project team facilitated this intention by collecting fliers, brochures, books, pictures, to mention a few. These materials became the source of knowledge and catalyst to club members. Currently, the club is very active and meets every Friday at 16hours in a week to discuss child rights issues; they design theatre art activities such as drama, role play, poems and songs to educate their colleagues and the college community at large. Some of these activities were demonstrated during the **mentor's visit** which indicated their concerns and commitment to the club.
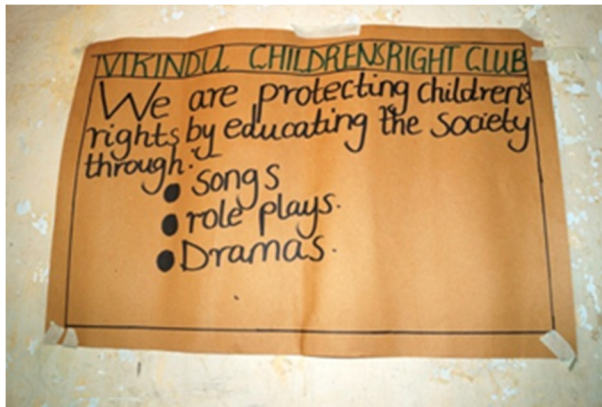
Preparation of the Child Rights Training Manual

As from the tutors' knowledge gap to integrate the syllabus, it was necessary to outline the draft manual which after it is developed, it can be a helping hand to tutors for

integrating child rights content to professional subject syllabus. The team worked together to produce a draft training manual.

Some of the proposed topics of the draft manual include: the concept of child rights; child rights in school and classroom; responsible child without corporal punishment; and integration of child rights content in the professional subject syllabus.

Trying out the Draft Training Manual

The draft manual was presented to both Vikindu college tutors and teacher from the practicing primary school. Questions were raised regarding definition of a child without using age factor; who is a responsible child; what is corporal punishment? What relationship exists between corporal punishment and child behavior? Clarifications were made to these questions between and among the project team, tutors and teachers.

The tutors then worked together to prepare a lesson on integrating the subtopic on child rights and duties as pointed out in topic 11 of the syllabus. One of the tutors taught while others were observing the lesson progress.

During reflection session, student teachers acknowledge the addition of subtopic in topic 11 about "Child Rights and Duties" with the emphasis that, instead of learning only about "Teachers Rights and Duties", learning the rights and duties of their clients is of vital importance. The addition of this subtopic is an input to the existing professional subject syllabus.

Tutors, teachers and student teachers also added some more examples of integration and the improved manual looks like it is seen in the Appendix.

6. Discussion and Reflection

Both gap identification and the bridging the identified gap are processes that involve learning; that they are to do with change of attitude and knowledge construction. In the early days of the project implementation, the college community looked at us as strangers! It was like they would want to say: 'these strangers are coming to waste our time'; 'what is new by the way'; 'what exactly do they want to tell us'. Such clauses were read in their faces in the beginning of the project (by the use of non-verbal communication).

Of course, we had many other challenges including tights schedules in office work as well as time and resource constraints. However, the Kiswahili saying that: 'the beginning is always tough' kept the team strong and dynamic up to the writing of this report.

In addition, besides the challenges faced, we still feel that challenges faced were necessary learning experiences to begin the journey of integrating child rights content in the Teacher Education Curriculum particularly professional subjects. Winston Churchil in Econ & Bus Geog (2003) says; "Now this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning" (p.1). To batch 17 team Tanzania, we have already began the journey, we have to keep travelling without forgetting networking, sharing, reflection as well as **servicing the engine of our 'flight'**.

7. Conclusion and Way Forward

The project team feels to have achieved all the three outcomes of the project which was to identify the gap within designed and implemented teacher education curriculum, having in place the Child Rights Manual and Recommendations to the authorities concerned regarding the possibility of integrating the Child Rights content in the professional subjects of the Teacher Education Certificate courses.

We recommend to the Ministry of Education and Vocational Training that child rights contents (particularly the 3Ps) should be fully integrated in teacher education curricula specifically in professional subjects. This means that:

a) A sub-topic on 'Rights and Duties of a Child' be added in topic 11 in the 'Ualimu'subject during the syllabus review process;

b) College tutors be trained on child rights education for better integration of 3Ps in the Teacher Education Curriculum; and

c) Collaboration and cooperation be sustained among the team batch 17, previous change agents, MoEVT, CHRAGG and other stakeholders to;

- introduce child rights clubs in schools and colleges,
- follow up during syllabus review process to ensure that a sub-topic on 'Rights and Duties of a Child' is incorporated in the reviewed syllabus,
- ensure that the training manual is completed and is in use to all teachers colleges (i.e. full scale implementation), and
- establish CRC country network.

These strategies will set a base in which Teacher Education Curriculum will be child rights oriented where every graduating teacher will be trained on. The revised curriculum and the training manual will be very useful tools for providing knowledge and skills on the child rights to tutors, teachers and teacher trainees in order to help them develop attitudes and behavior that proactively put the best interest of the child central in the process of teaching and learning.

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Appendix

Proposed Topics for the Training Manual

1. THE CONCEPT OF HUMAN RIGHTS

- What are Human Rights?
- What is the *Universal Declaration of Human Rights*?
- What are the principles of human rights?
- Categories of Human Rights
- What is the purpose of human rights?
- Summary of the Articles of the Universal Declaration of Human Rights

2. THE CONCEPT OF CHILD RIGHTS

A. The Child

- Who is the Child?
- Who is the Child? Without using the concept of age
- What are the rights of the child?
- Categories of Children's Rights
- What is the purpose of having children's rights?
- Why do children need 'special' rights?

B. What is the Convention on the Rights of the Child?

- What are the guiding principles of the Convention on the Rights of the Child?
- Summary of the Articles of The Convention on the Rights of the Child in Child Friendly Language
- CRC could be described with 3Ps
- The relationships between 3Ps and CRC articles
- 4 basic principles in CRC
- How to respect the rights
- The concept of Corporal punishment

C. What is the African charter on the rights and welfare of the African child?

- The Charter in general

- Why is the African charter on the rights and welfare of the African child adopted?
- Summary of the Articles of The African Charter on The Rights and Welfare of the African Child (Rights and Duties)

D. The Law of the Child Act 2009

- Rights and Welfare of the Child
- Rights of a Child
- General Duty of a Child

3. CHILD RIGHTS (CRC) IN SCHOOL AND CLASSROOM

A. Indicators for Right Based Education
B. Definition of Child Friendly Schools
C. The concept of knowledge
D. Classification of levels of intellectual behavior important in learning
E. Important questions for T/L-processes
F. Why discuss the concept of knowledge?
G. How do children learn?
H. How do children gain knowledge?
I. The interpretation of knowledge in the Tanzanian Curriculum
J. Successful factors of learning

4. RESPONSIBLE CHILD WITHOUT CORPORAL PUNISHMENT

A. Is it possible!
B. What makes a responsible child?
C. Self- reflection: from your experiences of dealing with children, were the corporal punishments used so far created any responsible child? What does this mean to us teachers and educators?

5. INTEGRATION OF CHILD RIGHTS CONTENT IN THE PROFESSIONAL SUBJECT SYLLABUS

In order to integrate child rights content in the existing professional subject syllabus, the following procedures are important:
A. Identify the existing topics/subtopics for integration.

B. Identify the missing subtopic(s) and objective(s) with regard to child rights and duties?
C. Design the corresponding teaching and learning activities.
D. Select appropriate teaching and learning techniques and resources.
E. Prepare lesson and facilitate the learning process accordingly.

For example; in **topic 11** (i.e. The Teaching Profession) of the profession subject syllabus for certificate level, where the subtopic on rights and duties of a teacher is discussed, the subtopic on rights and duties of a child is missing and inevitable as far as teacher's professionalism is concerned. The proposed learning objectives include:

- To distinguish between rights and duties of a child at school;
- To identify the duties of a teacher to a child at school;
- To identify challenges children face at school with regards to their rights;
- To suggest ways of dealing with challenges faced by children at school including introduction of child rights club; and
- To identify organs that deals with rights and duties of a child in and out of school.

More examples of integration include: education psychology and its importance for the rights of a child in education; child motivation; and the role of parents, school, community and local government authorities for sound upbringing of children physically, intellectually, emotionally, spiritually and socially.

Change Agents in the Team: Basiliana Caroli Mrimi, Fundikira Justine, Ekerege, Philipo Raphael Sungu, Prof. Agenta Flinck (mentor)

Uganda

Uganda had its first team in batch 4. In total 11 teams and 32 change agents in batches 1-18 have participated (October 2013).

Level	Change Agents	Change Projects	Comments
National	10	0	
Region/Province/District	13	1	
Local	9	10	

Table 1. Change Agents´ professional position up to present batch (Batch 19), and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

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

Area: 236,040 km^2

Population: 34,131,400 (est. July 2012)

Capital: Kampala

Independence: 9 October 1962 (from the United Kingdom)

Official languages: English, Swahili

National Country Coordinator:
Stephen Mukasa (crccoalition@yahoo.com, or mukastev@myway.com)

UGANDA

The Role of School Management Committees in Creating a Conducive School Environment through CRC

Nansubuga Mercy Sharon, Grace Baguma and Jerome Magimbi

1. Introduction

Uganda subscribed to the UN convention on the rights of the child in 1990 and has since been implementing the various aspects of the declaration. Due to this, Child rights issues have been integrated in the various sectors of government. In the education sector, child rights are being embraced at the various levels; Pre-primary/Early Childhood Development, Primary, Secondary, Tertiary and University. The major area of emphasis has been focused on incorporating CRC in the entire school/institution system giving a holistic approach. The curriculum and management level continue to be a major target for incorporation of CRC in education.

The Education Sector is key in ensuring the implementation of the declaration at various levels due to its strategic role in handling the children/learners. Efforts to improve the quality of education have led to the various reforms that are ongoing in education. The reforms are touching all aspects like curriculum, teacher education, and school management in addition to involvement of the community among others.

To guide the improvement of quality and the creation of an enabling learning environment, government has produced various documents/tools for primary schools.

The various documents/tools include; School Management Committee Handbook 2007, Safe School Environment Hand Book for Primary School Teachers 2010, Basic Requirements and Minimum Standards Indicators' for Education Institutions 2010, The Early Childhood Policy 2007, Creating a Gender Responsive Learning Environment among others. This project focused on School management committees as part of the reform process meant to improve the quality of primary education in Uganda.

The School Management committees derive their authority from the Education Management committees Amendment rules 2008. The School Management Committees are used at the primary school level to govern the school affairs. Different committees serving similar purposes operate for secondary and tertiary institutions (i.e. Board of Governors for secondary level). At the primary level, the management committees are formed by different representations as indicated below;

- The District Education Committee (this includes local Councils)
- The Parents.
- The Foundation body.
- Old boy/girl.
- The head teacher of the school, who is the secretary to the committee.

The School Management Committee works with parents, teachers, learners, the communities, foundation bodies and NGOs on behalf of government to ensure effective teaching and learning, effective staff welfare, child friendly environment and daily school governance. This project therefore seeks to establish that School Management Committee members carry out their roles and responsibilities to create a conducive learning environment for children so that they are able to learn effectively without any hindrances.

2. Frame of Reference

Government of Uganda signed to the international convention on child rights as earlier mentioned. Together with its Development partners the government has committed resources and support into the promotion of child rights issues in education through the development of a number of regulations.

The laws and strategies that have been put in place by government to facilitate the implementation of the Child rights convention include: Children's Act 2008, The African Charter on rights and Welfare of the Child (1990), Child neglect policy

(2008), Education Act 2008, the 1995 constitutions, Early Childhood Development 2008 policy, Orphans and Vulnerable Children Policy (2007), Child Labour Policy (1987) among others. All these Acts and Policies are aimed at protecting and upholding the best interest of the child and also to make the world a better place for them.

In order for the government of Uganda to provide a better learning environment for the child, the above mentioned Acts and polices have been operationalised. There has been purposive emphasis on strengthening school Management aimed at improving the quality of Education services, through the creation of governing bodies.

In Uganda, the School Management Committees were established through the Education Act of 2008. Their terms of reference range from compliance with relevant statutory instruments to having regular governing meeting, creating vision for the schools that is shared with other stakeholders to ensure proper financial management and ensuring that pupils have a conducive learning environment to reduce the dropout rate.

One of the key functions of the SMCs is supervision of school operations and reporting to parents and the wider community about the **Rights of Children**. This is quite important since it is related to working towards providing for the best interest of the child. SMCs have been put in place to guide the operations of the schools and to enhance their work with emphasis towards instituting child rights and in particular the 3 Ps, (Participation, Provision and Protection) in schools. Despite this expectation management Committees have taken their roles in schools as optional and not their obligation. In addition, their performance is not felt since they are actually dormant/non-functional committees. This is also seen through inspection reports carried out in schools which indicate that the SMCs are non-functional. This is further confirmed by a number of other monitoring and inspection reports carried out by various Departments of the Ministry of Education, especially the Education Planning Department where most of the reports published indicate that School Management Committees are not effective in performing their duties.

The above mentioned anomaly therefore calls for an intervention towards strengthening the SMCs to enable them perform their duties as expected. There is need to make them aware of the expectation of government, the community and also to train them on what it is they are expected to do as a management committee.

This project therefore seeks to sensitize and train the School Management Committees on the world wide expectations with regard to the rights of the child as detailed in Article 45 of the convention of which Uganda has subscribed.

2.1 Situation of CRC in Uganda Primary Schools

Uganda introduced Universal Primary Education (UPE) in 1997aimed at creating access to all learners and reducing illiteracy level. This policy enabled children the right to Education. With increased access a number of gaps were also identified particularly the quality of education, which hinges on the curriculum, school infrastructure, management and community involvement. The policy created more of teacher centred methodologies which hindered the participation of learners.

To address some of the identified gaps such as low literacy and numeracy levels, absenteeism and low levels of achievement by learners in primary schools, Government set out a reform on Basic Education curriculum to provide quality education to learners. At the lower primary level, the thematic curriculum was introduced. This curriculum emphasizes the use of the child's familiar language as a medium of instruction, hence creating interest in schooling. Uganda has further embraced CRC through a number of Articles for example: Article 28Right to Education, Article 2 Non-Discrimination, Article 3, best interest of the child, Article 12 participation among others. These articles are aimed at ensuring that the child grows and develops holistically. In support of the above mentioned articles, Ministry of Education and Sports has developed one key document/tool to enable the implementation of children's rights; the Safe School Environment handbook for primary school teachers 2010.This handbook highlights the following; a) Safe school environment, b) Child protection in schools c) Child participation in schools, d) Responding to child rights violation, e) The roles of and responsibilities of a teacher in response to child rights violation, f) Child protection procedures in a whole school system.

To further operationalize the implementation of the aspects spelt out in the above mentioned handbook, some NGOs working in Uganda like; APPCAN, Save the children, Plan International, UNICEF, Compassion have given support. This has been done through sensitization of the stakeholders on their roles and responsibilities, provision of technical guidance, sanitary facilities, water, toilets and some basic needs to some orphans.

At the primary school level, all schools are required by law to operate with the guidance of SMCs, with their terms of Reference clearly specified in the School Management Committee rules and regulations. These rules and regulations specify the 3 Ps to ensure that the child is at the Centre. Majority of the schools are aware and have SMCs in place but as earlier mentioned they are not functional. Some of the reasons as to why they are not functional stem from non-exposure. They are also not

inducted to their roles by the Education Authorities and as a result they don't perform their roles as required by law.

It is important that the SMCs understand and conceptualize their roles in order to work for the good of the child. This is specified in Article 3 which emphasizes the best interests of the child while Articles 19, 20, 32 -36 provide for the protection of the child.

The primary schools in Uganda are yet to achieve the expectations of the CRC convention in creating better learning environments. The school management committees are at the helm of this and need to be supported to achieve the desired goals by government. This change project was based on the 3Ps under CRC which emphasizes the aspects indicated below;-

Provision

This involves provision of basic needs such as food, medical care, and sanitary facilities to the children, which are a major challenge in schools and homes in Uganda. The project aimed at enabling School Management Committee members in primary to ensure that all children are provided with the basic needs that enable them grow and develop holistically.

Participation

It is common in many primary schools in Uganda that children do not participate fully in activities that concern them both at school and home. They are only guided to elect their leaders/prefect bodies. Therefore the project sought to enable children to fully participate in activities that concern them such as developing rules and regulations, electing their leaders, creating a talking compound, participating in school clubs, Community work, and open days, which create a sense of belonging and develops their self-esteem.

Protection

Protection of the child is critical if we are to achieve in education. Most of the primary schools in Uganda are not fenced creating insecurity and lack of protection for the children. The project was set to enable School Management Committees to provide security and create a safe learning environment for the children at school and at home through sensitization of parents and the community. Some of the areas of protection that were expected to change through this project included the fencing of the schools, encouraging pupils to wear school uniforms, providing identification cards; encouraging children to be careful on the way to school and home.

3. Purpose

The purpose of the project was to ensure that School Management Committees understand their roles in guiding and supporting the operations of the schools. The project anticipated that when SMCs understand their roles, they will create conducive learning environment for the child and thus promote child rights.

The project also aimed at changing the attitudes of the parents, the community and teachers on the perception of child rights. This enabled them to involve all the necessary stakeholders who appreciated the importance of having and upholding child rights issues.

Management of the school and its operations is the responsibility of the School Management Committee, who are charged with the following major responsibilities; supervision, monitoring and linkages with stakeholders. For them to operate effectively, they need to work with the following parameters shown in the diagram below;

STAKEHOLDERS'
ACTIVITIES BY
- Head teachers
- Teachers
- Learners
- Support staff
- SMCs
- Parents
- Community

RESOURCES
- Land
- School plant/building
- Funds
- Instructional Materials
- Time
- Furniture
- Human
- Water
- Food

ATTENDANCE OF
- Head teachers
- Teachers
- Learners
- Support staff
- SMCs
- Parents
- Community

SMCs Support Supervision Monitoring and Linkages with Stakeholders

PERFORMANCE
- Academic
- Co-curricular
- Guidance & Counseling
- Development projects
- Administration of Exams

SCHOOL HEALTH
AND SANITATION
- Compound
- Personal hygiene
- Facilities
- HIV/AIDS
- Food hygiene
- Health kit
- Immunization
- School/Water
- School Nurse
- School feeding/meals

WELFARE OF
- Learners
- Staff
- Non-Teaching Staff

3.2 Study and Project Geographical Scope

The project was conducted in two schools found in Makindye Division of Kampala Capital City Authority in Uganda (See Appendix iii). Makindye Division is one of the (5) Urban Councils that make up Kampala Capital City Authority. The Authority has seventeen (17) government grant aided primary schools which are under the Universal Primary Education (UPE) programme. The two project schools were St Paul primary School Nsambya and Katwe Primary school.

Katwe Primary School

This school was started as a community school in 1953 and was formally made a primary school in 1956. It was taken over by the then Kampala City Council in 1966.

The school has a population of 550 pupils, with 27 males and 280 females as indicated in the table below;

	Males	Females	Total
P1	28	39	67
P2	35	27	62
P3	44	38	82
P4	37	48	85
P5	40	51	91
P6	36	39	75
P7	50	38	88
Total	270	280	550

The school has a total of 14 teachers, 7 males and 7 females.

Out of the 550 students of the school 240 are refugees from the Democratic Republic of Congo, Burundi, South Sudan and Rwanda.

St Paul Primary School Nsambya

This school was started in 1956 by then Kampala City Council as a school for the natives. St Paul is church founded under the Catholic mission.

The school has a population of 591 students. 269 are females and 295 are males as shown in the table below;

	Males	Females	Total
P1	32	36	68
P2	51	45	96
P3	55	55	110
P4	43	42	85
P5	52	59	111
P6	33	24	57
P7	29	35	64
Total	295	296	591

The school has a total of 14 teachers, 5 male and 9 female.

The project schools were chosen because of the willingness of the head teachers and the management committees to have their schools participate. It was also due to the fact that these schools are located in areas where the inhabitants are low income earners, this posed the risk of pupils lacking in the aspects of the 3 Ps and completion of the 7 year primary cycle. A number of children in the above mentioned schools engage in child labour activities which compromise the CRC declarations.

Management of the school and its operations is the responsibility of the School Management Committee, who are charged with the following major responsibilities; supervision, monitoring and linkages with stakeholders.

4. Methodology

From Situational Analysis

It was necessary to establish the situation of the schools before carrying out the study. The team carried out a situational analysis to establish the role of School Management Committees in creating a conducive School Environment through CRC in the two schools. The study "The Role of School Management Committees in creating a conducive School Environment through CRC" was carried out using a number of approaches to gather data. The data that was gathered using the methods mentioned below was to make conclusions and recommendations as shall be seen later on in this report.

The project team used the following methods: Meetings, interviews, observation, focus group discussions, training workshops and desk research.

Meetings

Meetings were held with the Head teachers of the two schools. The purpose of these meetings was; to get permission to carry out the project in their schools, to introduce the concept of the project, Share views and experiences and generally to put them on board about issues concerning child rights.

Interviews

The team carried out interviews with the; Head teachers, teachers and the learners. The purpose of this was to establish the gaps of child rights issues in their schools to further concretize the need to make an intervention.

Observations

The team observed the operations of the schools including lessons conducted by the teachers in the two schools to establish the methodologies used by the teachers. The purpose was to find out whether the methods used were learner centered/child participatory. It was also necessary to establish whether the children were allowed to participate in all activities carried out in the school and, whether this was a major concern of the SMCs. The team further observed the school Infrastructure, compound, classroom environment and all the facilities provided to establish their provision as guided by the SMCs through recommendations found in the minutes.

Focus group discussions

These were held with the School management committee members, Parents Teachers Association members, Head teachers and the Teachers from the two schools. The purpose of the discussion was to carry out a situational analysis on how functional and effective the SMC members were. It was also meant to find out how they were implementing their roles to ensure that the school is safe and conducive for children's learning. The discussions further aimed at establishing whether the SMCs observed the CRC with particular emphasis to the 3 Ps.

Desk Research

The team also analyzed various documents related to CRC. Particular emphasis was put on the actions done by Government of Uganda and the strategies that were enabling the implementation of CRC. These included Laws and Policies especially those that are education related.

Sensitization/Training workshops

A training manual was written to facilitate the sensitization/Training of the SMC and PTA members on their roles in the two schools. (Appendix V). The training/sensitization focused on the following areas;

- Child rights. In this session we looked at the concept of child rights, its importance, Child rights and responsibilities, and Roles of various stakeholders in promoting the child rights and responsibilities.
- Roles and responsibilities of SMC in promoting child rights. In this session we looked at; the importance of SMC, the role of SMC in schools, their responsibilities and the different stakeholders they are to work with.
- Incorporating child rights issues in the school program. Here we looked at; Child rights issues, importance of promoting child rights issues in schools, ways of promoting child rights issues, the 3Ps, the different stakeholders to work with in promoting the 3Ps in schools.

5. Results of the Study

During the implementation of the project, the team set out to establish what was pertaining at the schools discovered changes using the strategies mentioned below;

General observations

- The School Management Committee members were not aware of their roles and responsibilities which made them not to be functional in the school. This was raised by one of the committee members and a parent at Katwe primary school during the focus group discussion held in April, 2013.

- The concept of child rights was misunderstood by the SMC, PTA, parents, teachers and the community. This was observed during the interviews and interactions held in March- April, 2013.
- Study of the attendance records of the previous meetings indicated that Parents/Guardians' involvement in school activities was a challenge, since most of them were shown as absent in the records. In addition, during the children's debates held on 23rd Oct 2013 in both schools, pupils further argued that most parents/guardians were committed in other activities outside school. They were not aware of the values of getting involved in school matters/activities.
- Through a debate exercise it was observed that most children in the two schools were aware of their rights but not their responsibilities which brought about indiscipline for some. This manifested itself during the debate i.e. where they watched films in community centers that were not related to their age brackets.
- Through interaction with Teachers of both schools it was established that most of their pupils are orphans and refugees. The pupils lacked most of the basic needs for school use like writing materials, textbooks, packed lunch and other recreational materials needed which hindered their learning.
- Katwe primary school had a fence to protect their children while St Paul did not have any and this was insecure for both the children and school property.
- Child participation in school, home and community activities was a challenge. The children were only given a chance to participate in electing their prefects at school, but they were not involved in taking decisions that concern them by both the school management/ SMCs in their school governance/policy decisions. Through the debate pupils indicated that their parents took an upper hand in taking decisions about them, they had no say about what concerns them. The same trend was similar with the community related involvement.

Teachers' Issues

- Most of the teachers misinterpreted the concept of Child rights making them to mishandle the child.
- During the lesson observations it was established that the methods the teachers used were not Child centered, hindering child participation in the teaching and learning process. This indicated that there was ignorance in the 3 Ps by the teachers.

- During the interaction with the teachers they indicated that they were still using corporal punishments because they were convinced that this was the right way to discipline children. The provisions of the 3 Ps are contrary to this norm/belief.
- During the lesson observation it was established that teachers did not cater for individual differences because of the high teacher –pupil ratios. They were not able to give equal attention to all learners hence compromising the CRC.

Pupils' Issues

- Pupils were given a chance to participate in the prefect's election, but denied a chance to participate in other activities at school.
- During the debates which were held in the two schools under the motion; "**OUR PARENTS ARE GIVING US ENOUGH SUPPORT TO ENABLE US TO PERFORM WELL AT SCHOOL**", the children revealed;
  i. that their parents/guardians did not have time for them
  ii. did not provide them with enough basic needs and this affected their performance at school
  iii. parents or guardians don't attend school meetings because they were always busy
  iv. they were not allowed to fully participate in activities that involved them at home
  v. the parents gave them a lot of domestic chores that made them not to concentrate on their books
  vi. some of them stayed with guardians who did not give them enough protection
  vii. the parents were not giving them enough time since they were most times left in the hands of maids, uncles or guardians
  viii. most of them came from poor homes where there was major lack of many of the things they would have loved to have but these were not available

Sensitization/Training Session

The change agents carried out the training of the SMCs, PTA members, Headteachers and teachers on 24th August 2013 at Katwe primary school for both schools, (Katwe Primary School and St.Pauls Nsambya Primary school) using the training manual developed. (Appendix v) The manual was divided into sessions as earlier explained. The participants were given the following documents to guide their operations;

- School management committee handbook
- Child rights and responsibility handout
- Basic Minimum Requirements (BRMS)
- Guidelines for Early childhood development Centres handbook
- Early childhood development policy
- Safe School Environment handbook

The participants appreciated the training and promised to change in their operations and to improve in all aspects in the interest of the child

As an outcome of the training each school developed a work plan indicating what they were going to do thereafter. They were also expected to implement their work plans immediately the term began.

6. Discussion and Reflection

The impact of this project is long term such that all the behavioral changes and improvements of the practices cannot be achieved in the immediate term. However the initial findings indicated that CRC were not being implemented. The school environment/community, most parents, and the SMCs were not aware of CRC issues in particular the 3Ps.They did not implement most of the aspects related to CRC. The environment at both schools was wanting and the school community at large seemed to be comfortable with that. Appendix iv and v show the pictures of the two schools.

As guided through the initial training at Lund University and the subsequent exposure in Sri Lanka the team members had a "GIVE AND GAIN" experience. The study established both success and challenges. The successes were achieved through exposing the SMCs to the CRC (in particular the 3Ps) and how important they were to achieving learning and comfort for the child.

Observation of the above mentioned schools clearly indicates that, there was need for intervention on some of the visible issues to improve the learning environment of the children among other things. There was also need to tackle the invisible issues which included changing the attitudes of those concerned through sensitization and training of the SMCs. Changing the attitudes of the leadership would help to enable them lead the staff and the entire community of the schools towards improving the operations of the schools through the 3Ps.

The focus group discussions also enabled the team to establish other salient issues that the SMCs needed to focus on to improve the situation of the children in those schools. These included aspects of corporal punishment, provision of meals, and linking with the parents to provide the necessary scholastic materials for the children.

The project has revealed that SMCs are an important structure in enabling the proper management of schools to create proper learning environments and especially the provision of the three Ps. Their operations are still a challenge since there has not been a purposive effort by government to ensure that they are aware of their responsibilities. There is also the need for the SMCs to honor their appointment by being proactive and perform to the expectations of the appointment given to them. Therefore Government needs to do more than what is being done to ensure full participation of SMCs in school affairs. There should be an "affirmative action" to ensure that all primary schools in Uganda have functional SMCs to achieve the intended impact.

The poorer schools are more challenged with ensuring that the SMCs perform their roles since most of the parents for the children are engaged in trying to find money for especially the basic needs which keeps them busy. They therefore have no time for school affairs and they leave most of the decisions and responsibilities with the school authorities.

Some of the members of these committees are semi-illiterate and do not understand the importance of having SMCs to support the operations of schools. They therefore have a lassie fare approach to their duties and responsibilities as SMCs. Continuous sensitization and training of members would help leverage the situation.

Some of the SMCs who have a good will to play their role are constrained by the fact that government does not have a budget provision for their operations; their role is looked at as purely voluntary. They do not have for example facilitation for transport, communication or a sitting allowance whenever they meet. Lack of provision in terms of their welfare demoralizes their effort to commit themselves to guiding the management of schools. Government should look into how this can be met at the level of budget provision for education.

The project through sensitization and training of SMCs exposed the importance of CRC and especially the 3 Ps for the good of the child. It is hoped that the findings and recommendations of this project will guide government and all stakeholders to appreciate the importance the SMCs in ensuring that there is a conducive learning environment by playing their role. This recognition will help in achieving quality education in Uganda.

It was also established that not all was bilk some of the schools that are managed by proactive SMCs were playing their roles and ensuring implementation of their resolutions without complicated bureaucracies. This means that there is some degree of performance by some SMCs towards supervising and getting involved in school operations.

Through the intervention of this project the two schools have made an improvement. At the time of this intervention the project schools were not fenced as earlier mentioned. What we see as an immediate impact here is where one of the project schools which did not have a fence has decided to build a fence and provide a watchman for the protection of the child. This is a positive trend that the project has created in the short term, we expect many more improvements as long term achievements/impact of the intervention.

It was also observed that proper ownership of the school land for one of the schools was a hindrance towards having development projects for the schools. This was observed in St. Paul's primary school Nsambya. Government should continue helping schools to have their own the land and property, or give guidelines on how to share the ownership.

Furthermore due to this project; the committees further promised during the follow-up meeting to have regular meetings for improvement of the school operations. It is at this meeting that the parents showed willingness to contribute towards the cost of meals for their children. This is one of the key outputs of this project which has seen the improvement in the provision of meals to the children so that they don't attend school on empty stomachs. Parents and the school community have been able to appreciate that the children need to eat in order to achieve in learning. One of the SMCs had this to say with regard to this intervention;

"The sensitization and training given by the project team has helped me to be committed to the responsibility I accepted when I was appointed as a member of the SMC of this school, and I have been one those who have convinced the parents to contribute money so that they children can be provided with lunch"(November 2013)

In another school, an SMC member had this to say *" I am proud that we have been able to plan to fence the school and hire a watchman to protect the children due to the sensitization we had form the team. I did not in that direction before and I hope we shall be able to do many more things to improve the situation of this school"* (October 2013)

Lessons Learned

The team observed that SMCs were willing to take up their roles if they were properly inducted at the time of appointment. They needed to be exposed to the benefits of having active SMCs for them to appreciate. This means that the appointing bodies/government needs to support the SMCs with a budget to facilitate their operations and a way of motivation and encouragement. In addition the team learned that;

- School communities had discovered that for proper learning the 3 Ps had to be provided to the children to create motivation and love for school by the children
- Parents needed to be sensitized about their roles in supporting the learning of children through making a contribution and not leaving everything to government.
- Children had a role to play in what concerns them and that it was important they were involved and their voices heard/respected.

The above mentioned clearly indicate that the project has managed to achieve positive developments towards improving the conditions of the child it is our expectation that many more will be realized with time.

The project encountered some challenges as highlighted below;

- The school calendar; due to tight systemic programs like national exams, schools were busy with the national programs, creating a loss in time. It was not possible to implement the project activities as scheduled.
- It was not possible to meet all the school management committee members at the same time. The team had to make many visits to try and meet all of them.
- The children were coming mainly from the urban-poor families, some of them refugees from Democratic Republic of Congo and most of them orphans. This created a difficulty in parental responsibility i.e. discipline, welfare, and involvement in school affairs
- The children were having different cultural settings, creating a mix of norms and beliefs which was difficult to harmonize for the smooth management of the schools.
- In some instances where parents were available they were too busy to talk to their children or even attend to school calls. The children were left at the discretion of the schools without the involvement of the parents.
- The school which was church founded had issues with implementations of SMCs decisions due to the bureaucracy with the approval systems.

- Some of the SMCs were illiterate and therefore they had no serious input into the management of the schools and especially the 3 Ps. This is particularly so when they believed that children should always submit to their parents and should have no say.
- The Education Office at Kampala Capital City Authority (KCCA) had a habit of changing the head teachers which paused a difficult in implementing critical decisions.
- The teacher strikes hindered the work plan that was made by the school management committees since the schools extended their opening for another two weeks form the scheduled time of beginning of the school term.

7. Conclusions and Way Forward

The change project "The Role of School Management Committees in creating a conducive school Environment through CRC" aimed at enabling the mangers realize and implement school based policies that are in the interest of the child and particularly the 3Ps. The project was arrived at basing on the experiences gained at Lund University during the face – to- face session in September 2012. The study and project was able to identify that school management committees were an important component in creating an enabling learning environment for the child. Their impact was not felt due to lack of proper induction to enable them appreciate their work and perform to expectations. Lack of active SMCs had created a compromise to achieving the CRC and especially the 3 Ps.

The project set out to achieve four outcomes as follows;

- SMCs acquire knowledge and understanding of the education ACT and other relevant policy documents they are required to use in supervising schools
- Knowledge and understanding of the need for CRC by SMCs in Schools
- Improved school environment
- Encouraging collaboration between the communities and the schools

The above mentioned outcomes have been achieved to some extent, due to the fact that change of behavior and attitude is long term and the impact can only be felt after a period of time. Some of the immediate responses have seen the improvement in the school environment through provision of meals for all the children and in one of the schools preparations are underway to fence and employ a watchman. It is hoped that the other aspects that have not been realized in the short run will be realizes in the

long-run. This initiation is further expected to create increased participation of SMCs in schools and improve the provision of the 3Ps.

For purposes of Sustainability with regard to ensuring that the SMCs are active towards implementing the CRC, the Education officer at Kampala Capital City Authority requested the team to be involved in the sensitization of the various schools in the authority each time they elect new ones. The team resolved that they will always monitor the implementation of CRC issues in the project schools, by attending their meetings and making impromptu calls to give further onsite guidance.

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Appendix I

PROJECT PLAN – OUTCOMES TO BE ACHIEVED

OUTCOME	INDICATOR/MONITORING	TIME FRAME
Project School Identified	**St Paul Primary School**	**November 2012**
	Katwe Primary School	
OUTCOME 1		
School Management Committees acquire knowledge and understanding of Education Act and other relevant Policy documents they are required to use in supervising school	SMCs understand the laws and policies that empower them to supervise schools	March 2013
OUTPUT 1.1		
SMCs members sensitized on the relevant documents	SMCs have knowledge on the relevant documents	
Activity 1.1.2		
Carrying out a baseline survey on the functionality of SMCs (prepare Interview guide)	Interview guides prepared and data collected from the Head teachers	End of March –April 2013
Activity 1.1.2		
Carrying out a focus group discussion for SMCs	Gaps identified for intervention	April 2013
Identifying the relevant policy documents regarding SMC	Policy documents identified and used during sensitization workshop (*School Management Committee Handbook)*	April 2013
Identifying documents that	Documents promoting CRC issues identified and provided to SMC	April- May 2013

promote CRC issues	members *(Children's Act 2000, Early Childhood Policy, Convention on the Rights of the Child 2000)*	
Reproducing the documents	The documents reproduced and provided to the SMC members, teachers and Head teachers	July –August 2013
Monitoring and providing support activities carried out under Outcome 1	SMC members have knowledge and are supporting schools in promotion of CRC	ongoing
OUTCOME 2		
Knowledge and understanding of CRC by School Management Committee members	SMCs are able to interpret the CRC Articles and the importance of the child at the centre.	August 2013
OUTPUT 2.1		
Training of SMCs on CRC and other related information	Trained SMCs on CRC and other related information	
Activity 2.1.1		
Writing a training manual scheduling the activities for training	Training Manual developed	August 2013
Activity 2.1.2		
Sensitizing/Training the School Management committees	SMCs, Head teachers and some teachers and have knowledge regarding CRC issues	24th August 2013
Activity 2.1.3		
Developing work plans for school based intervention by SMC members, Head teachers, and	Developed work plans being implemented by the two schools	ongoing

teacher of the two schools		
Monitoring and providing support activities carried out under Outcome 2	SMCs members implementthe activities developed in the work plan	ongoing
OUTCOME 3		
Improved School Environment		
OUTPUT 3.1		
Creating safe and secure environment	Safe and secure environment created	Dec 2013 to June 2014
Activity 3.1.1		
Provision of meals to all children	All children are fed at school	ongoing
Activity 3.1.2		
Formation of functional and effective school clubs	Functional children's on CRC related issues	Second week of September 2013
Activity 3.1.3		
Displaying Educative information in the class room	Educative information that supports CRC displayed in the class rooms	ongoing
Activity 3.1.4		
Creating a talking compound	Messages promoting CRC displayed	Second week of September 2013

Activity 3.1.5		
Provision of sanitary facilities	Available sanitary facilities	First week of September 2013
Monitoring and providing support activities carried out under Outcome 3	SMCs support and monitor provision of safe and child friendly environment	ongoing
OUTCOME 4		
Increased collaboration between communities and the school		
OUTPUT 4.1		
Schools participating in the community activities.	School participation in the community activities carried out	ongoing
Activity 4.1.1		
Holding school open days	Pupils and parents participate in school open days	Second week of November 2013
Activity 4.1.2		
Pupils participating in community work at least once every month	Pupils participate in community work	3 November 2013
Monitoring and providing support activities under Outcome 4	SMC members monitor and provide support supervision	ongoing

Appendix II

PHOTOS OF THE PROJECT SCHOOLS

Katwe P/S entrance

Katwe P/S classes

Katwe P/S pupils in the classroom

St. Paul's playground

St Paul's collapsed latrine

St. Paul P/S pupils in the classroom

Appendix III

QUESTIONNAIRES

i) **For both Head Teacher and teachers** This questionnaire is to be filled by the Headteacher and some questions are directly linked to the teachers and indicated accordingly

ii) Use simple short and plain statements where applicable.

Section A: Background information

1. School identification

School name

Gender

Telephone

Class taught

Subject taught

2. What is the total enrolment of your school?

Category	Enrolment		Total
	Male	Female	

Total enrolment

3. What is the total enrolment of your class?

Category	Enrolment		Total
	Male	Female	

Total enrolment

Section B: Appreciation of child rights in schools

4. Do you have a School Management Committee?

Yes   No

5. Do you hold School Management Committee meetings per term?

Yes   No

6. If Yes, How many meetings do you organize per term? ……………….

7. What child rights issues do you discuss in these meetings? ………………………………………………….

8. Do you plan and sensitize parents, teachers and the community on the need to promote child rights in the school and the community?

Yes   No

If Yes, what things do you talk about?

…………………………………………………………………………

9.   Do you plan and sensitize parents, teachers, pupils and the community on the danger of different forms of child abuse and ways of preventing them?

Yes   No

If Yes, how is it being carried out?

…………………………………………………………………………

10.   What do you use to deliver information on child rights to the pupils? (please tick and explain how you use it)(teacher)

                                                                Yes   No

a)   Prefects Body
b)   Displaying hard copies (print material) on the school notice board
c)   School assembly
d)   Others, specify

…..………………………….…………….………………………….…………………

11.   How have you ensured smooth running of the school as a manager and in particular incorporation of child rights issues? (please tick)

                                                                Yes   No

a)   By disciplining teachers to respect children while they too demand for respect
b)   Preparing pupils to identify and promote their rights
c)   Prepare reports for school management committees
d)   Prepare reports for school assembly
e)   Communication (use of proper communication channels to the entire school community
f)   Preparing of end of Term parents reports/circular with emphasis to their observation to child rights issues

The teacher and Head teacher are expected to respond to questions 13 to 18

12.   a) Have a child rights issues been incorporated and implemented at your school?

Yes   No

b) If Yes, how have they been handled/incorporated?

…………………………………………………….

a)   If No, why?

………………………………………………………………………………………….

13.   Have you had any formal training on implementation of child rights issues?

Yes   No

14.   If Yes, where did you get the training from? ………………………………………….

15.   Was the training relevant to the needs of your profession and in particular child rights?

Yes   No

Please explain your answer

………………………………………………………………………………….

16.   Was the training relevant to the needs of your pupils' requirements especially on child rights?

Yes   No

If Yes, how? …………………………………………………………………………………………

If No, in what areas would you want help/training in relation to child rights? Please list them.

…………………………………………………………………………………………

Section C: Availability of child rights publications in the school(both the headteacher and teacher)

17.   Do you have child rights publications in your school to guide the school in handling child rights issues?

Yes   No

18.   If Yes, what particular publications do you have at your disposal (please tick)

Item   Total No. of copies in the school

a   Child Rights Convention publication

b   Hearing Children's Voices

c   Save the Children publication on child rights

d   Videos on children rights

Other (specify)

19.   If No, what are the problems that have blocked your access to these publications?

…………………………………………………………………………………………………

Section D: Child rights and pupil/teacher achievements

20.   Do you give guidance and counseling to pupils incase abuse has occurred?

Yes   No

21.   If Yes, what guidance is given?

………………………………………………………………………………….

22.   Do you give guidance and counseling to particular parents incase abuse has occurred?

Yes   No

23.   If Yes, what guidance is given?

………………………………………………………………………………….

24.   Do you think child rights issues have an impact on effective teaching and learning?

Yes   No

25.   If Yes, what are some of the benefits you have noticed in terms of:

a)   Pupil participation

……………………………………………………………………………………………

b)   Pupil performance in relation to results/exams

………………………………………………………………

c)   Maintaining discipline

.……………………………………………………………………………………

26.   If No, why?

………………………………………………………………………………………………….

27.   What achievements have you gained by incorporating child rights issues into the whole school development plan including teaching and learning?

………………………………………………………………………….

28.   How have you found child rights issues useful in implementing daily routine work as a Head teacher?

216

………………………………………………………………………………………

29.   What challenges do you face in the day to day running of the school in relation to (head teacher)

    i)   Pupil participation

        ………………………………………………………………………………………

    ii)   Pupil academic performance

        ……………………………………………………………………………

    iii)   Pupil attendance

        …..………………………………………………………………………………………

30.   How best can we come up with solutions to the above challenges?

    ………………………………………………………

Section E: Child rights and parents' participation (both the head teacher and teacher)

31.   Do you think parents handle child rights issues well at the school?

Yes   No

32.   If No, what makes parents not to participate in implementing child rights related programs at your school?

    ……………………………………………………………………………………

33.   Suggest what can be done to increase parents' participation in child rights related programs at your school?

Section F: Appreciation of child rights in schools (Teacher Responses only)

1.   Do you use any of the rights publications in preparing for the teaching and learning?

Yes   No

2.   If Yes, what particular publications do you have at your disposal (please tick)

Publication	Total No. of copies in the school
Child rights convention	
Hearing children's voices	
Save the children publication on child rights	
Videos on children rights	
Other (specify)	

3.   What do you use to deliver information on child rights to the pupil (please tick and explain how you use it)

    a)   Prefects body

    b)   Hard copies (print material) on the school notice board

    c)   School assembly

    d)   Others, specify ………………………………………………………………………….

4.   What are the other uses of child rights publications?

    a)   Research

    b)   Preparing pupils to identify and promote their rights

    c)   Prepare reports for school management committees

    d)   Prepare reports for school assembly

    e)   Communication

f)   Preparing end of term parents' report

Section G: Availability of child rights publications in the school

5.   Do you have child rights documents in your school?

Yes   No

6.   If No, what are the problems that have blocked your access to these publications?

……………………………………………………………………………………………

Section H: Child rights and pupil/teacher achievements

7.   Do you think child rights issues have an impact on pupil performance?

Yes   No

8.   If Yes, what are some of the benefits you have noticed in terms of:

a)   Pupil participation in class

………………………………………………………………………………

b)   Results in exams

…………………..……………………………………………………………………

c)   Pupil school friendly atmosphere

…………………………………………………………………………..

9.   If No, what should be done to incorporate child rights issues for improvement of pupils' performance?

………………………………………………………………………………....

10.   What achievements have you gained by incorporating child rights issues into the whole school activities including teaching and learning?

………………………………………………………………………..

11.   What benefits have you achieved as a teacher in implementing child rights issues while dealing with your pupils?

………….……………………………………………………………………………

12.   How have you found child rights issues useful in implementing daily routine work as a teacher?

……………………………………………………………………………………

13.   What challenges do you face in the day to day interaction with the pupils?

……………………………………………………………………………………

14.   How best can we improve the implementation of child rights issues in school management?

……………………………………………………………………………………

Section I: Child rights and Women

15.   Do you think women handle child rights issues well at the school?

Yes   No

16.   If No what is limiting the participation of women in implementing child rights related programs at the school?

……………………………………………………………………………………

17.   Suggest what can be done to increase female participation in child rights related programs at the school.

i)   ……………………………………………………………………………

Thank you for your valuable time

Appendix IV

TRAINING MANUAL FOR SCHOOL MANAGEMENT COMMITTEES, HEADTEACHERS AND TEACHERS
AREAS OF FOCUS FOR SENSITISATION FOR THE SMCs
- Child rights
- Roles and responsibilities of SMCs in promoting child rights
- Incorporating child rights issues in the school programme

SESSION1: CHILD RIGHTS

Introduction

The issue of children and how we care for them has been recognized by the UN to the extent that there is the Convention on the protection of children. This is a law many countries have subscribed to, including Uganda.

Children have needs which have to be fulfilled or met if they are to grow and develop to full potential in all aspects. These needs are then translated in their rights. All children must be given their rights regardless of their race, age, colour, religion etc. These rights need to cover provision, participation and protection so that the child can be helped to develop holistically. The Uganda constitution recognizes the rights of the child which should not be violated.

This session therefore will equip you with the knowledge about: the concept of child rights, its importance, child rights and responsibilities and the roles of the different stakeholders in meeting them.

Duration: **2 hours**

Competences:
- Explains what child rights are
- Gives the importance of child rights.
- Identifies the child's rights and responsibilities
- Mention the roles of various stakeholders in promoting the child rights and responsibilities

Content Outline
- Concept of child rights
- The importance of child rights.
- Child's rights and responsibilities
- Roles of various stakeholders in promoting the child rights and responsibilities.

Methods
- Group discussion
- Think-pair-share
- Brain storming
- Role play

Procedure

Time	Steps	Competences	Activities	Resources
10mins	I	Explains background of child rights	participants listen to the background and note the key points	• Trainee Manual.
20mins	II	Explains what child rights are	Through think pair share participants explain what child rights are The facilitator wraps up	• Flip charts • Markers • Masking tape • CRC documents • ECD Policy • Children's act
30mins	III	Gives the importance of child rights	Through group discussion participants give the importance of child rights. The facilitator wraps up	• Flip charts • Markers • Masking tape • CRC documents • ECD Policy • Children's act
40mins	1V	Identifies the child's rights and responsibilities	Through brain storming participants identify the child rights and responsibilities The facilitator wraps up	• CRC documents • Children's act

Proof of learning (50 minutes)

Participants role play how child rights and responsibilities are promoted

220

SESSION 2: Roles and responsibilities of SMCs in promoting the 3Ps

Introduction

The Government of Uganda realized that schools had many gaps which hindered the smooth running and the quality of education in primary schools. This brought about many education reforms which catered for various education managers among whom are SMCs.

School Management Committee is an organ that governs the schools on behalf of the government as provided for in the Education Act 2008. They are charged with the sole responsibility of improving the quality of education provided to the children as well as to create a learning environment which is safe and friendly to the child. SMCs as leaders are an important component in our schools; therefore, they need to know the rights of the children.

This session, introduces you to roles and responsibilities as SMCs in promoting the 3Ps, the importance and the responsibilities of the SMCs and also identify different stakeholders to work with. In this session you will look at the 3Ps and how you can incorporate the issues within your School Management Committees.

Duration: 2hours

Competences:

- Explains the roles of school management committees
- Explains the importance of School Management committees
- Identifies the responsibilities of school management committees
- Identifies different stakeholders to work

Content Outline

- Members of the school management committees
- Importance of School Management committees
- Roles of School Management Committees
- Responsibilities of school management committees
- Different school stakeholders

Methods

- Group discussion
- Think pair share
- Demonstration
- Observation

Procedure

Time	Steps	Competences	Activities	Resources
10min	I	Explains background of SMC	Participants listen to the background and note the key points	• Trainee Manual.
20	II	Explains the roles of School Management Committees	Through think pair share participants explain the roles of SMC The facilitator wraps up	• School Management committee 2007 • handbook
20	III	Explains the importance of School Management committees	Through group discussion participants give the importance of SMC. The facilitator wraps up	• School Management committee handbook 2007 • Flip Chart • Markers
20	IV	Identifies the responsibilities of School Management Committees	Through brain storming participants identify the responsibilities of SMC The facilitator wraps up	• School Management • committee handbook 2007 • Flip Chart • Markers
10	V	Identifies different stakeholders to work	In groups participants identify different stakeholders The facilitator wraps up	• Flip chart • Markers

Proof of learning (50 minutes)

Participants read the case study and answer questions.

SESSION 3: Incorporating child rights issues in the school program

Introduction

Management of the schools should appreciate the international law on the child. Knowledge of the law therefore requires that the school management endeavours to incorporate child rights issues in the school program. Uganda has incorporated child rights issues in the school curriculum and in many school programs which have brought about safe school for children to learn from. These schools have also changed the methods of teaching from teacher centred to child centred methods.

Children need to have a conducive learning environment which will create a safe and protective atmosphere free of violence. This is based on respect to children, working in partnership with schools, teachers, parents and the community. This environment will make children's rights a reality by provision of their needs, allowing active participation provision and protection.

This session, will help you understand child rights issues, the importance of promoting them in the school and suggest ways of promoting child rights in the school. It will also enable you understand the 3Ps and how you can promote these 3Ps with different stakeholders.

Duration: **2 hours**

Competences:

- Outlines child rights issues
- Explains the importance of promoting child rights issues in the school
- Suggests ways of promoting child rights issues
- Explains the 3Ps
- Explain how they can work with different stakeholders to promote the 3P

Content Outline

- Child rights issues
- Importance of promoting child rights issues in the school
- Ways of promoting child rights issues
- The 3Ps
- Different stakeholders to work with in promoting the 3P

Methods

- Group discussion
- Think pair share
- Demonstration
- Observation

Procedure

Time	Steps	Competences	Activities	Resources
15 Min	I	Outlines child rights issues	Participants listen to the background and note the key points	• Trainee Manual.
	II	Explains the importance of promoting child rights issues in the school	Through discussion participants the importance of promoting child rights issues in the school	• CRC documents • ECD Policy • Children's act
	III	Suggests ways of promoting child rights issues	Through brain storming participants ways of promoting child rights issues The facilitator wraps up	• CRC documents • ECD Policy • Children's act • Flip chats • Markers • Masking tape
	IV	Explains the 3Ps	Guided discussion participants explain the 3P The facilitator wraps up	• CRC documents • ECD Policy • Children's act
	V	Explain how they can work with different stakeholders to promote the 3P	In groups participants explain how they can work with different stakeholders to promote the 3P	• CRC documents • ECD Policy • Children's act

Proof of learning (10 minutes)

Participants watch a clip and discuss how the 3Ps are promoted.

Viet Nam

Viet Nam has its first team in batch 2 (2004) and in total 11 teams and 33 change agents in batches 1-19 (October 2013).

Level	Change Agents	Change Projects	Comments
National	3	0	
Region/Province/District	17	0	Teacher Training
Local	13	11	

Table 1. Change Agents´ professional position up to present batch (Batch 19), and the team´s Change Projects on three socio-administrative levels: National level, Region/Province/District level, and Local level.

The Child Rights programme is focusing 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 km^2

Population: 90,388,000 (est. 2012)

Capital: Hanoi

Independence: 2 September 1945 (from France, national day); 2 July 1976 (reunification of North and South Viet Nam)

Official Language: Vietnamese

National Country Coordinators: Trang Thi Kim Huynh (kt_sgu@yahoo.com.vn), Hien Thi Kim Nguyen (nguyenkimhien@gmail.com)

VIET NAM

Implementing the Convention on the Rights of the Child in Viet Nam: Dinh Tien Hoang Primary School – a Pilot Work on CRC

Huỳnh Thị Kim Trang, Mai Thị Ngọc Lan, and Phạm Hùng Dũng

1. Introduction

In the last few years, even though bearing many challenges, Viet Nam has made progress in eco-social development and political security maintenance. Particularly, Vietnamese 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 1990s.

Viet Nam has adopted Law on taking care, educating and protecting children; Law on sex 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 specially difficult circumstances.

Furthermore Viet Nam has conducted many exchange programs on rights and education with other countries and associations. To name but a few, Sweden, Switzerland, Canada, Denmark, Australia, Laos, UNICEF, Red Cross, etc. These

activities are to exchange practical experiences on human rights implementation and enhance human rights protection, in which child rights is one of the key issues.

Nevertheless, some child rights violations still exist. For example, Vietnamese enterprises has over-used child labors as their salary and insurance payment cost much less than those of adult labors at same level. Also, the enterprises have not yet taken into account about other child rights. Children in some families have been treated so badly, both mentally and physically. Some private kinder-gartens have been so negligent that children have caught severe diseases, became disabled and even died. Therefore, the understanding about Convention on the Rights of the Child will play a crucial role in order to bring the best to our children and that could be named "Children today – World future".

Nguyễn Thục Phi, a 10-year-old child, in treatment in Quang Ngai Province Hospital seriously injured. Her face, eyes and body parts are bruised because of the violent punishment from her adoptive parents.

It is actually a scene of a play in which a child is exploited to get sympathies from the people in the streets.

2. Frame of Reference

HCMC (Saigon) is in the southern part of Viet Nam. HCMC is widely accepted as the biggest cultural, economical and educational center of Viet Nam. There are 24 districts in HCMC of which its inhabitants are about 8 million. It is noteworthy that city government has always paid much attention to the education development activities. Among others, HCMC has conducted many educational programs co-operating with domestic and foreign counterparts in a number of subjects, especially about the training programme on child rights. The educational programs done by HCMC are always ranked in the highest positions compared to those of other cities and provinces.

There are so far (2014) 33 Change Agents in Viet Nam participating in the international Sida-Lund University training programme "Child Rights, Classroom and School Management". 17 change agents are coming from HCMC. *Dinh Tien Hoang primary school* is established in 1997, which is under the administrative supervision of Educational Department of District 1 which has 60 schools (26 kindergartens, 20 primary schools, 10 secondary schools and 4 high schools). We apply many Child Rights in different environments – and Dinh Tien Hoang Primary school is one of the three schools in HCMC joined in the Sida-CRC-project.

During 26 years of development, owed to many good consideration of the local administrative authorities and parents, *Dinh Tien Hoang Primary School* has achieved many compliments. Thus, the government approved and invested to re-build and re-decorate the campus, which changed from 2 floors to 4 floors with 4567m2 in total. It included 33 classrooms and 26 functional rooms.

There are 1597 pupils and 57 teachers and 43 staffs in the school. It is well-known school in the sense of teaching and learning activities. We are always bearing in mind about bringing the most beautiful things to our students. Therefore, we volunteer to implement the educational project on CRC in education sponsored by SIDA and carried out by Lund University, Sweden. The project have been performed in 2 classes at the fourth grade, where there are 84 pupils in total, 20 teachers and other volunteers such as teachers, staffs, parents of the pupils and local education officials at the district level.

Before participating in the training programs, most of the participants have not known anything about CRC. Therefore, the pupils have not been treated so well. Most of the 84 pupils living in Dakao Ward of District 1 have shared different standards of living. Namely, 50 which have lived in good conditions, 18 which have lived in normal situations and 16 pupils that is left, are in difficult situations. Some

pupils are from poor families that could not fully provide school equipment, clothes, and food. Therefore, to some extent, they are not treated favorably by their teachers. Nevertheless, their parents have spent very little time to take care of the children and also treated them bad as the parents are very tired after working very much and hard to earn money to be able to afford the family´s daily life.

3. Purpose

Dinh Tien Hoang primary school volunteered, as mentioned above, to implement the educational school project on CRC with the following purposes:

- Understanding of CRC should be improved by school managers (principal and vice principals), teachers, staff and child's parents, local government through training;
- Abilities to use positive education/learning methods should be increased by school managers, teachers and students;
- A safe and friendly study environment should be built and life skills by students should be increased;
- Good behaviours as respect used by school managers, teachers, staff and child's parents, and local government and they use participation and friendliness to students;
- Students' self-confidence in active learning and self-control in following rules in the classroom is increased;
- Students will enjoy going to school.

4. Methodology (Activities)

In order to implement the project, we prepared the following activities and here mentioned in the order they were performed and done after coming back from Sweden and Lund University. First to anchor the project with all our heads and then anchoring at the school with the teachers, the students and then the parents

15/10/2012, the school reported to the governor of Department of Education of HCMC, Office of Education of District 1 about the project and the project implementation.

24/10/2012, the school held a first meeting to provide the training on CRC for its administration staffs, teachers, staff, pupils and local authorities and parents of the pupils, in which particular tasks also was directed to every participant. Namely:

- Gathering information and images on CRC;
- Collecting, editing the materials for (1) pupils, (2) teachers and (3) parents;
- Preparing training materials;
- Organization preparation (invitation letter, venue, equipment, etc.);

3/11/2012, providing training CRC for 20 administration staffs, teachers, staff;

10/11/2012, providing CRC training for local officials of Office of Education of District 1, parents of the fourth grade pupils;

6/12/2012, providing CRC for the fourth grade pupils;

20/12/2012, thee group contacted to *Nguyen Thai Binh primary* school (another, earlier Sida-CRC project school) to prepare the organization plan for Executive Board of the school, parents of the fourth grade pupils to visit the school in 3/2013 about CRC implementation;

24/1/2013, the group contacted to *Chinh Nghia primary school* (also another, earlier Sida-CRC project school in HCMC) in order to prepare the organization of study tour for the two fourth grade pupils on CRC implementation and active class administration in 3/2013.

Ms Lan, team member and principal, is reporting the plan for implementation of the CRC project to Mr Đinh Thiện Căn, Head of Doet Department

Viet Nam team here has one of its many meetings for preparing and organizing the CRC project in the Dinh Tien Hoang primary school

Outcome 1: Improve the knowledge of CRC for school managers, teachers, staff and children' parents, local government (from October 15 to April, 2013)

3/11/2012, Vietnamese team trained for 20 administrative staffs, teachers and staffs. We really enjoyed that. Everyone participated very actively in CRC lessons. We made hypothesis cases and played roles and give solutions to CRC situations in the classroom.

The group trained CRC for Dinh Tien Hoang teachers and staff

Teachers – staff answered CRC questionnaires

Group of participants reported about their own topics and discussed with the class

Role-playing in CRC situations training

TEACHER SURVEY SHEET

1/ Please state your level of understanding the Convention on the Rights of the Child (CRC).
☐ Master ☐ Moderate ☐ Little ☐ Unknown

2/ You know the CRC through:
☐ Training of DoET of HCM city ☐ Training of DoET of District
☐ Training of school ☐ Mass media
☐ Others:.........

3/ Please write down what you have known the CRC
....
....
....

4/ Tick the correct box according to your understanding:
Teachers/ Adults must respect children's opinions:
☐ Completely agreed ☐ Agreed ☐ Disagreed ☐ Object
*Reason:
....
....

Beating and punishment is the only necessary way:
☐ Completely agreed ☐ Agreed ☐ Disagreed ☐ Object
*Reason:
....

Disabled children can not learn with other normal children:
☐ Completely agreed ☐ Agreed ☐ Disagreed ☐ Object
*Reason:

Page 1

What do you think about the CRC implementation situation in Dinh Tien Hoang Primary School?
☐ Excellent
The school managers, staff, students as well as parents have all participated in the workshop on CRC intensively. They are also put in a positive condition to share and exchange ideas on CRC situation in Dinh Tien Hoang Primary School
☐ Good
....

☐ Not so good
....

☐ Unimplemented
....

5/ What do you expect from your teachers and school for a better CRC implementation?
....
....

6/ What do you expect to be trained in the next workshop?
....

THANK YOU FOR YOUR COOPERATION

Page 2

10/11/2012, our group held training for nearly 70 persons, including representatives of Education and Training Office of District 1, and parents of the two fourth grade pupils. They did share their initial thoughts on CRC.

In beginning, the parents hesitated to present their own understandings about CRC. Nevertheless, after the group has made their CRC presentation, they were really excited and participated very actively in the CRC discussions. We learned that:

- The parents have taken care of their children so closely that the children became passive. To some extent, the children lost the chances to improve their self-served techniques.
- Beside the class provided officially by *Dinh Tien Hoang*, the parents put their children to many classes in extra schoolings/activities. The children do not have enough time to relax and explore the surrounding world. As a result, they lacked living skills.
- Simultaneously, this resulted in bad habits for children. Namely, they have waited for being served by others. They also became selfish.

At most, the parents accepted that they had some misunderstandings about CRC enforcement. For example, they did not take into account the children's opinion. Most of them did not put an eye on what their children did with computers.

They still beat the children when they are hot-tempered. Normally, they strictly required the children to obey their opinions. Interestingly, they confessed that they were not ideal parents.

234

Student's parents reported about their own topics and discussed with the others

Role-playing in CRC situations training of students' parents

06/12/2012, the team had training for the two fourth grade pupils at Dinh Tien Hoang primary school. Besides the provision of some main points of CRC, the group helped the pupils to recognize and distinguish the right and wrong behaviors in schools, classes and public areas. Consequently, we want the pupils to participate more actively and responsibly in classroom administration. Especially, the children built up CRC situations which normally happened in the classrooms. Then, they discussed and drew some conclusions to solve the CRC problems. Some students presented themselves as confident and creative ones whereas most of them are passive and so embarrassed. Nevertheless, due to the active methodologies classroom administration, the students became more excited. Besides, our team has used many images of CRC in school information board for reminding purpose.

Students presenting their group's ideas

Students giving feedback to CRC

CRC propaganda posters

Outcome 2: Increased abilities of school/classroom management of principal, vice principal, teachers by positive education methods (started from April 2013)

In April, our group visited classes, observed and consulted teachers the way to organize positive learning and teaching methods. There is a huge development in students' confidence. In order to boost the coordination between the school and the family in term of living skill, we cooperated with pupils' parents in order to remind them to change pupils' bad habits in passive learning style by active researching material and textbook, self-study at school and at home. We organized for students to write letters to their parents for exchange of ideas and experiences: "Difficult things that children feel hard to talk to Mom and Dad".

Students study more actively in class

Ms. Lan, principal, is listening to students when they tell their opinions
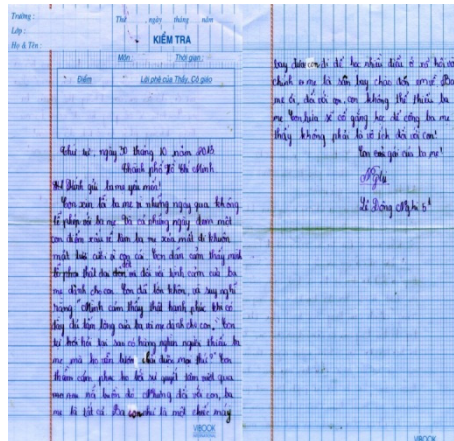
Student Le Dong Nghi wrote:

Dear mom and dad,

I'm so sorry for not being good to you. Moreover, when I got bad score in class, I knew I made you sad. I feel upset about that. I'm growing up, and I think that: "I'm so happy because I know you love me so much. I wondered if many children live without

their parents, they are good citizens now. I feel great admiration for their determinations. To me, mom and dad are everything". Dad is a plane, which drive me to everywhere to learn new things. And mom is the airport that always welcomes me home. I can't live without you. I promise to study hard to requite the self-sacrifice of yours.

Your daughter
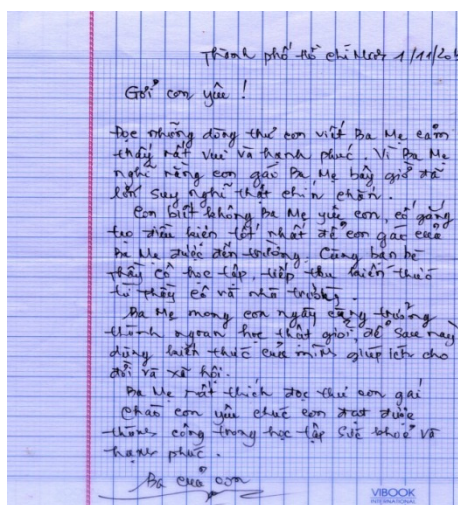
Dong Nghi 's father wrote:

Dear my darling,

I was very happy as reading your letter. We thought that, our daughter was a mature person. Do you know that we love you so much and try to have good conditions for you to go to school? You can play with friends, can study, and acquire knowledge from teachers.

We hope that you will be grow up, study hard. And in the future, you can use your knowledge to help society. We love reading your letter.

Wish you get more and more success in studying, health and happiness.

Your daddy

Our team established a small mailbox named "What we want to talk about" so that the children can present their own problems happening in the class or school.
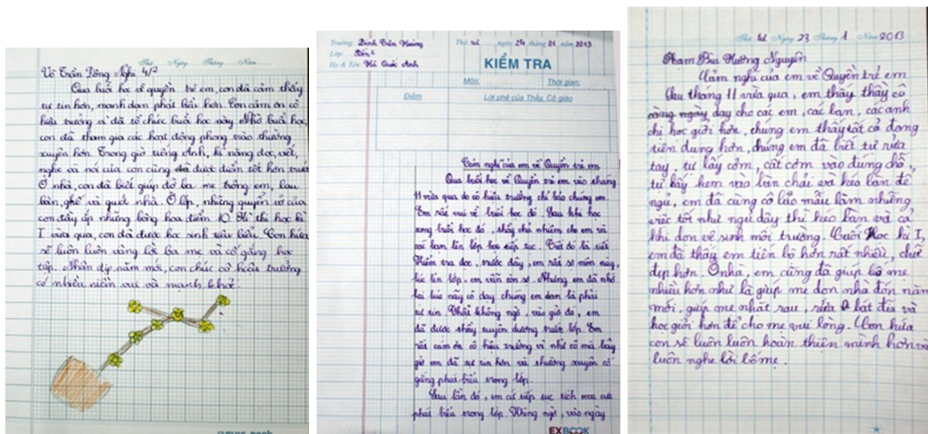
Vo Tran Dong Nghi, 4th class: After CRC training done by Dinh Tien Hoang's principal, I feel more confident so that I can express my thinking smoothly. I would like to give my sincere thanks to her for organizing the class. As a result, I also participate in more actively in the school activities. During English class, I got higher marks on reading, writing, listening and speaking. At home, I am keen on helping my parents to take-care my younger sisters, clean the house. In classroom, I got full of 10 marks in my notebooks. In the first semester examination, I was recognized as one of the most outstanding pupils of the class. I promise to obey the parents' sayings and try my best to study. For the New Year Eve, I wish Ms. Principal full of joy and health.

Ha Quoc Anh, 4th class: During CRC lesson done by Ms. Principal in the last November, I was very happy. After the lesson, my teacher let my friends and I go into our class again. That period is the reading lesson. To be honest, I used to be afraid of reading hours. Nevertheless, the CRC lesson indeed came to my mind and

240

encouraged me to be more self-confident. Unbelievable, I was consequently commended by our teacher. Thanks to the CRC lesson, I get to be more confident and frequently answer the teachers' questions.

Pham Bui Huong Nguyen, 4th class: After November, I found that teachers helped us to be better pupils. Also, we think that everything now would be more convenient. I, by myself, know how to wash my hands; take and turn back our lunch box properly; spray toothpaste into toothbrush; move back and forth the table for taking a nap purpose. Another, I support classroom monitor to clean our classroom. At the end of first semester, I found that I have made long progress. At most, my handwriting was getting better. At home, I helped my parents to do more housework, for example, vegetable picking, dish washing, better studying. I promise to improve myself more and obey my parents' saying better.

At the same time, our team trained the two fourth grade classes on self-serving techniques in whole-day class.

Outcome 3: The school has a safe and friendly study environment and has increased students' life skills. (from November 2012 to December 2013)

Our team always control food and teaching tools to ensure students' health in every lunch as well as every teaching aid. Besides, we organized for students to participate in social activities such as Hung King Anniversary, Charity Fair to create funds for building houses to those who are financially difficult, gender and vocational educating in Kizciti, reading circle club, sports club, music club, aerobic club, volley ball club. We also designed School Report to educate soft skills, train civilized lifestyle for pupils at home and at school.

On 25th March 2013, Dinh Tien Hoang Primary School students attended a workshop on *"Useful habits and expressing love in family"* in order to be aware of how to self-serve and take care of family members.

On 27th March 2013, 4th grade students are doing their extra activities at Kizciti, hold by Viet Nam team together with the board of school management. The students are instructed how a certain job is and what the job requires such as how to make a cake, keep a baby clean or design a costume and so on.

Student joined Club Reading Circle

Students are learning how to make cakes and how to trim vegetables into beautiful shapes

In a chess class; and a music class

Martial arts; basketball

Students are listening attentively in the schoolyard.

Students ar practising how to take care of a baby at Kizciti.

How to take care of sick people; How to put out fires as firefighters

On 28th March 2013, the school staff, students, teachers and parents' representatives are visiting *Chinh Nghia Primary School*, District 5 (one of the earlier Sida-CRC schools with other Change Agents in HCMC).

April 13th 2013, teachers, staff, parents and students of Grade 4/1 and 4/2 visited *Nguyen Thai Binh Primary School*, District1, HCMC (another of the earlier Sida-CRC schools in HCMC). Through the visit, students learn how to conduct and behave politely.

Ms Đinh, Thi Kim Phuong – Chinh Nghia Primary School Principal in District 5 – warmly welcomes Dinh Tien Hoang Primary School

Viet Nam Team and students, teachers, staffs and parents' representatives from both school are taking pictures together

Students from both schools are enjoying together

Tug of war" from DTH school & NTB school

Basketball match between 2 schools

April 7th, 2013: 800 students' parents has joined in "*Teaching children in digital age*" workshop – chaired by Mr Nguyen Thanh Nhan, CEO of Asia pacific Youth Training Centre. The workshop attracted deep interests and highly appreciated for its meaningful and practical lessons. Parents also suggest more workshops should be held in near future.

Parents are attentively listening to ""Teaching children in digital age", held in Dinh Tien Hoang Primary School-District

Mr Nguyen Thanh Nhan, CEO of Asia pacific Youth Training Centre

Parents eagerly support the meaningful content and suggest more workshops should be held in near future.

Dinh Tien Hoang primary school hold "*Hung King's Death anniversary*" aiming to educate children to gratitude good deeds from ancestors and heroes who have been sacrificed for the country' independence and development. The performance focused on main stages of Viet Nam history. On the same day, our students are encouraged to join the charity activities on building Houses of Gratitude (built for war invalids or martyrs' families) in Tien Giang provinces.

Below are some pictures on school performance hold by DTH teachers and students aiming to educate children to gratitude good deeds from ancestors and heroes who have been sacrificed for the country' independence and development.

Auction room where handmade works of teachers and students will be reserved for charity

Parallel the project, Dinh Tien Hoang Primary School organized "*Friendly learning environment – Active pupils*" movement with five following contents:

1. Building the "Green-Clean-Beautiful-Safe" classroom and school;
2. Teaching effectively and suitable methods for age characteristics and helping pupils to be more confident in studying;
3. Training soft skills for pupils;
4. Organize collective activities;
5. Pupils participate in finding, taking care and living up historical heritage, culture and revolution in local.

5. Results

5.1 Questionnaires on CRC knowledge for administrative staff, and teachers

As per the questionnaires, it is learned that the number of people who have fully understanding about CRC is limited (0% thoroughly understood; 25% basically understood; 70% limited understood and 5% empty). After the training, the participants were exicited as their CRC knowledge were improved significantly (32% thoroughly understood; 65% basically understood; 3% limited understood and 0% empty)

Before:
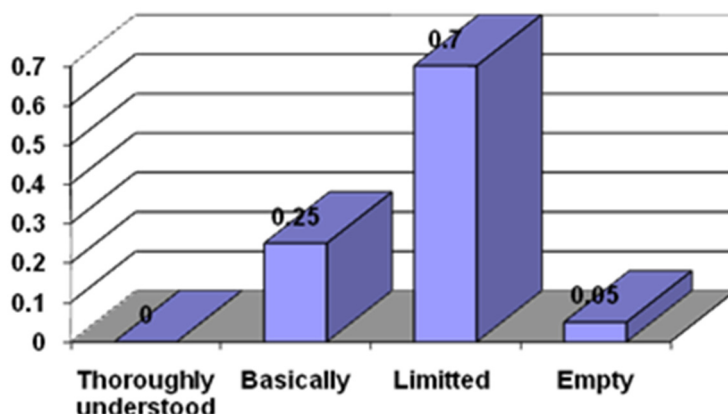
5.2 Questionnaires for parents

Before the training, the number of empty CRC knowledge is accounted for 35%; that of limited understood is 35%; that of basically understood is 25% and that of thoroughly understood is 5%.

After the training, this figure has changed dramatically. Empty understood is accounted for 0%; limited understood is 20%; basically understood is 70% and thoroughly understood is 10%.

In the beginning, most of teachers and staffs were embarrassed in guiding the children on CRC implementation. Now, not only the two fourth grade pupils but also all of our pupils have participated in the training. Their activities are gradually much better. Students have self- confidence in learning and self- serving skills.

Before and After:
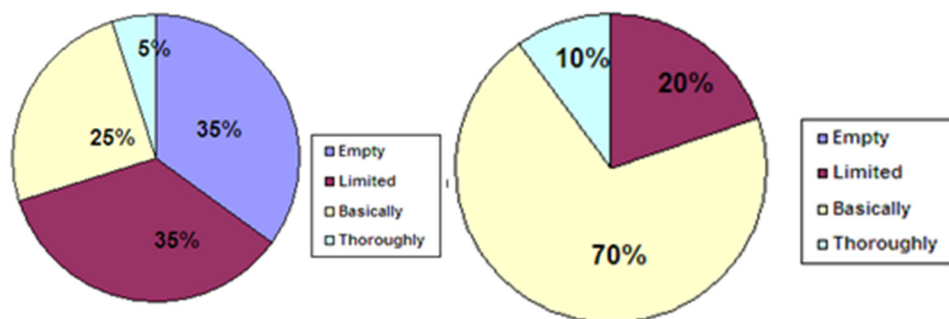
Students have self–serving skills (Students can do without teacher or staff helping them).

Students can do in homework to help their parents

Students became more confident in communicating to foreigners. Besides compulsory subjects, students are trained to develop skills through clubs and field trips comfortably and enjoyably.

Students are very confident in communicating to Change Agents CRC – Batch 18

We keep listening to the comments of parents on the behavior of teachers and staffs toward our children. Children's parents highly appreciated helpful teaching activities from school; however, some still paid enough attention to their child due to their work. We asked our teachers to closely focus and help those children to make it up for them.

Ms. Lan is exchanging ideas with Parents

The scholarship awarding

6. Discussion and Reflection

After the trainings, our team kept an eye on the participants so as to follow-up and examine their improvement. Actually, we hold one meeting after every two weeks to discuss and share experiences. At most, we present the successes and shortcomings with each other so that we can adjust the programs in the appropriated extent. The discussions are conducted in opened mind and direct manner.

On the way home from the Progress Workshop for batch 17 in Sri Lanka, things to do have been discussed by the team to achieve outcome 2 and outcome 3. In the implementing phase, we always listen to feedback from teachers, staff and parents in order to adjust the plan forward on the right track.

7. Way Forward

After the implementation of the project, we draw those conclusions:

Strengths

- Supervisors make good condition for CRC project implementation.
- School managers, teachers, staff, parents often participate actively and look forward to CRC.
- HCMC network always help us to apply CRC.

Threats

- Team Participants' job responsibilities – it is difficult to get together.
- The difficulty of the CRC-project according to the large-scale expansion is the control units and associated funds.

Opportunities

- Government has a resolution directing the education reform.
- All levels of government, schools interested in implementing child rights.
- Educational level has been raised.

- The school has been rebuilt.
- Economical increase by taxes in HCMC.
- Always received mentors' help.

We really hope that our CRC project in our school will continue to be successful. So in the future, we will expand the project to all classes in Dinh Tien Hoang School. Besides, we will also introduce CRC to parents and students in other schools in District 1 and use public media such as TV and newspapers, etc.

Network between Change Agents will continue to be formed in new ways and continuously maintained to exchange ideas on school management positively – not only in Dinh Tien Hoang School but in many other schools in HCMC.

To expand the scale of the project, Mr. Dung will apply CRC in primary schools in District 3 (where Mr Dung is working) and Ms. Trang, who has a central position in HCMC Education Office, will carry out CRC and school management positively to a cascade to the rest of schools in HCM City.

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3. SUMMING UP

In this chapter we, the Lund University mentors[1], are reflecting on some of the focus areas presented and conclusions drawn by the participants and the country teams in their final project reports. The word project itself is a bit problematic since the change projects implemented by the country teams are supposed to run without a defined endpoint and without special funding. Many of the projects have started change processes which will most probably continue and branch out, which is what happened in the previous 16 batches which all together included more than 150 country teams. The first teams started the programme in 2003-2004, which is more than 10 years ago.

In the text below we are deliberately as close to the existing texts in the final reports as possible. We are just summarising, categorising, comparing and highlighting what is already there.

1. Purpose/aim and target groups of the Change Projects

In the matrix (Table 1) we have summarized all mentioned *purposes/aims* and *target groups* of the 10 change projects in all the final reports of batch 17 to get a clear overview. Horizontally are the focused target groups and vertically are the purposes/aims.

Purpose/ aim:	Target groups:	Teachers	Students/ learners	Principals and staff	Parents	Local officials	Teacher Trainees	Teacher Trainers
Improve the living conditions of the orphans at Primary School, enable them access to school, access to funds, access to documentation		x	x	x		x		
Strengthen students' participation in their education			x		x			
To reflect on the previous projects so as to obtain knowledge for suggestions and proposals for further development of CRC teacher training programmes in the country						x	x	x
To build up the foundation for forming a network of teacher trainers for further implementation of CRC in the region								x
Understanding of CRC should be improved by school managers, teachers, staff and child's parents, local government through training		x		x	x	x		
Abilities to use positive education/learning methods should be increased by:		x	x	x				
Good behaviour such as respect should be used and participation and friendliness is used by:		x		x	x	x		
To ensure that SMCs understand their roles in guiding and supporting the operations of the schools		x		x	x	x		
Changing the attitudes of the parents, the community and teachers on the perception of child rights		x			x	x		
To identify what was there and what is missing in Teacher Education Curriculum for preparing primary school teachers as per CRC content so that the CRC content is integrated in the professional subjects for Certificate Teacher Education Curriculum		x					x	x
To create awareness of the CRC and how it relates to drop-outs among stakeholders and target groups		x	x		x			

Purpose/ aim:	Target groups:	Teachers	Students/ learners	Principals and staff	Parents	Local officials	Teacher Trainees	Teacher Trainers
to investigate and analyse the causes of the drop - out among learners in the selected school and to bring down the drop-out rate in the selected school by 50 % minimum		x	x		x			
to improve learners rights to protection and participation		x	x					
to develop a model for teaching mathematics through a Child Friendly Learning Approach in and to build learners' empathy		x	x					
to revitalize learners' class council and school rules based on CRC		x	x					
To raise the awareness of the CRC culture and to teach the students how to express their thoughts and opinions		x	x		x			
To develop the capacity for the practitioners in home based programme on the importance of the 3P´s in general and participation in particular through the article 12 and 18 in the Convention of the Rights of the Child					x	x		
To guarantee the young children's rights to play, learn and participate in learning environments at home and in the village			x					
To reduce conflict inside and outside the class-room by use of conflict resolution strategies		x	x					

Table 1: Purpose and target groups of the Change projects. One change project can have more than one target group (x).

As could be seen from the table, some change projects are broader and cover more than one area or topic and many target groups. To motivate and improve participation and transform into Child and Learning Friendly school environment are the most focused areas. The main target groups are students followed by teachers, principals and staff. Increased participation – mainly by students – is a common denominator for most projects in batch 17 (see also section 2 below).What also could be seen in the projects of batch 17 is that some projects are based on already started change projects.

2. The three Ps and levels of Participants and the Change Project

In this summary the three administrative levels of education in society have been used as one of the points of departure for the recruiting principles for the three participants forming the country teams in this ITP: the *local school/community level*; *the provincial/regional level; and the national/state level* in society. [2]
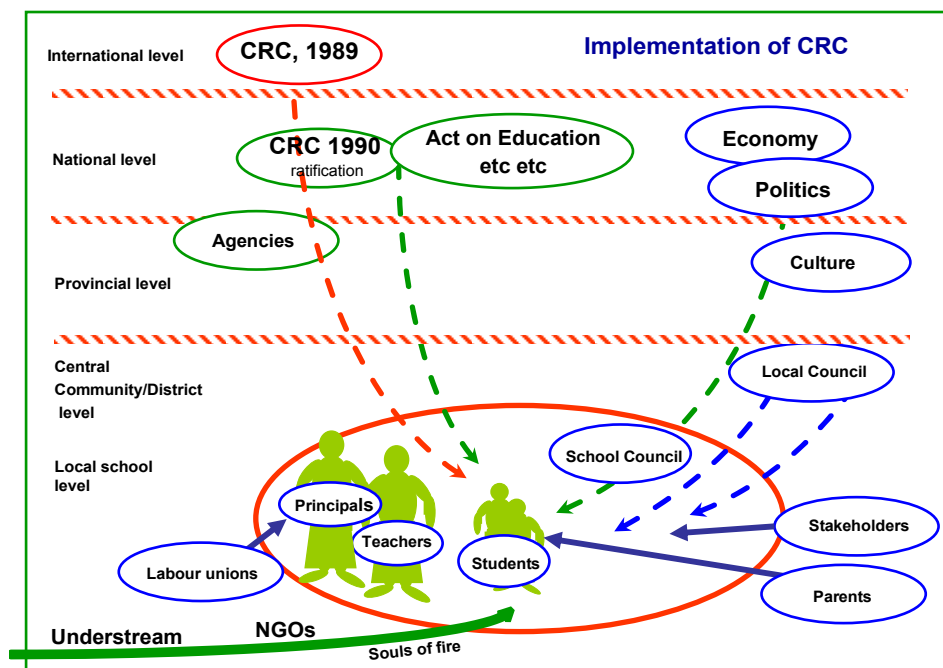

Figure 1. Implementation of CRC at three socio-administrative levels: National/State; Provincial /Regional, and Local School/Community level (elaborated according to Wickenberg, 1999).

The figure above helps to understand the complex processes of implementation of the application of CRC in the education sector at different societal-administrative levels and contexts in the different countries in this ITP. When starting to implement some

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

new ideas and policy documents at the local level of society, you soon find that there already are existing social and professional norms, dedicated people and committed organizations (e.g. NGO:s) working with the issue at stake (forming the local undercurrent). One question is; what is happening, and what has happened on each level regarding CRC in the education sector when the change projects in this ITP have completed the first year of the change project and continue onwards. As previously mentioned, changing norms (legal, professional and social norms) can be viewed as *a key feature of capacity building* as well as the empowerment of excluded groups who are an important steering mechanism towards values, behaviors, attitudes and action patterns in society.

In this section which deals with the summary of the countries and the change projects, the mentors are using the well-known Convention summary - the 3 P s which stand for *Participation, Provision and Protection* - as another point of departure and foundation on which to organize the material from the participating countries. These three categories of Ps are usually associated with Eugene Verhellen [3]. The mentors screen the countries with the CRC-3P s perspective in the ITP on Child Rights Classroom and School Management.

CRC-focus	Participation	Protection	Provision	All 3 P:s
Total	6	1	1	4

Table 2 above shows the main focus (protection, provision and participation), and the starting point in the 10 Change projects in batch 17 (and here could be more than one of the Ps).

All projects in batch 17 use one or two Ps, more or less distinctive in the text. Six projects have a main focus on participation and one of them also include protection or provision. Four of the projects are very general as to the purposes and include all three Ps. Most projects use participation as a starting point and a means to also get provision and protection for the students/learners.

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

Positions of participants

National level — 4 participants

Central Community/District /Provincial level — 8 participants

University/TTC 9 participants

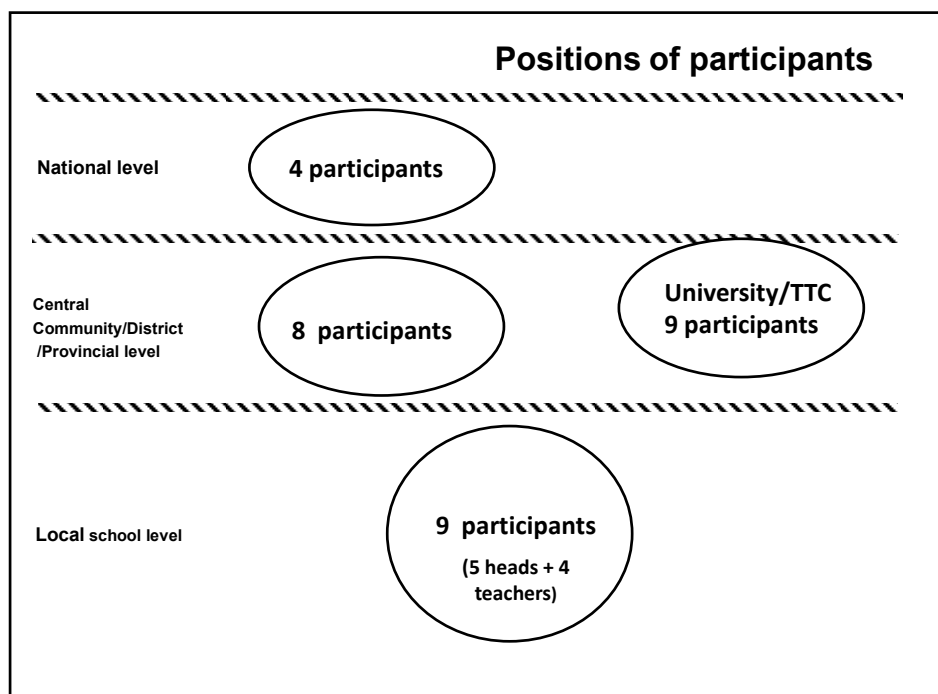Local school level — 9 participants (5 heads + 4 teachers)

Figure 2: The participants in batch 17 were recruited, as shown in this figure, from the three socio-administrative levels: National/State; Provincial/Regional, and Local School/Community level. The graph shows the distribution of the participants (in total 30 Change agents).

The aim is to recruit teams with professionally active people at all three socio-administrative levels, as shown above in figure 2. Ideally there should be approximately 10 participants at each level. The graph shows the distribution of the participants in batch 17. The participants are represented at all three levels, but the provincial/regional level has somewhat higher representation. One factor behind this is that teacher education or teacher training is often located at the middle level and in batch 17 there were more persons than usual representing that area of teacher trainers.

The change projects and the three socio-administrative levels

In the chart below (figure 3) we summarize where the change projects started and/or where they are taking place, using the same manner as above but here to plot the level of the change projects in Batch 17. Most change projects are applied at one level (local school level), and two change projects are targeting teacher trainers and teacher trainees at teachers training colleges.
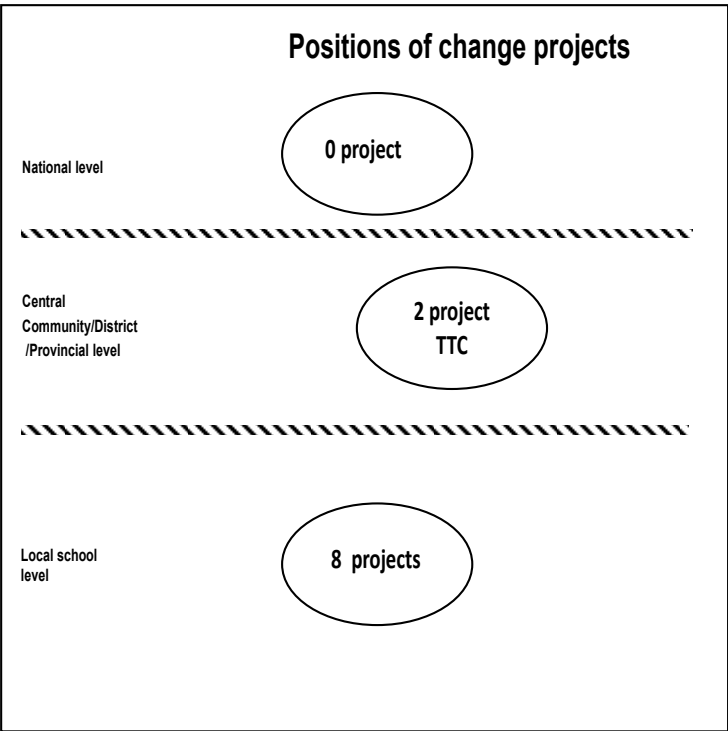

Figure 3. The 10 change projects in batch 17 are active on two of the three levels: Provincial/Regional, and Local School/Community level.

It is generally seen in this ITP that several pilot projects start at the local level in one or a few schools in order to test the ideas with the intention to spread their experiences to other schools. If the position of the projects in batch 17 is compared to the distribution levels of participant representation it is clear that even if most of the participants are from central community/district *and* national level (21 change agents), the projects are still implemented in most cases at local level (8 change

projects). Two change projects are based on the district or provincial level (TTC, Teacher Training Colleges or Universities).

There are several reasons behind that, some of them are that it is easier to start a project close to you, so you to start with can monitor the project, sometimes it is important to start locally to gain experience, and sometimes it is lack of money and transportation that influence the choice.

3. Challenges

This section summarizes the different types or categories of Challenges which are reported and emphasized in the final reports in Batch 17. They are presented below in the categories found to be most frequent. Comments by the mentors are included.

Change is slow - Resistance to change - Teacher-oriented methods prevail

One of the most mentioned challenges is that *change takes time*. The training they have planned and implemented is not enough, something that the teams realize when it is time for the mentor's visit, which takes place about one year after the start of the programme. Introducing the purposes mentioned above in many cases involves also change of attitudes, norms and behaviours. It is not easy to change attitudes and action patterns on every socio-administrative level. What we have seen over the past 10 years in batches 1 – 17 is that the change agents continue to work on these changes in their social context, not only directly in the project, but also as to their personal social context. In most cases they are making a difference over time. They also get support from the network, which is very important as they already gained experiences in their ongoing projects. When teachers start to change their teaching methods they soon realize that their workload is reduced and that the teaching profession is a bit easier - and even more pleasant in the school environment. One way to overcome resistance and misunderstandings to begin with, could be to involve teachers at all stages in a more participatory way and allow them to share ownership of the project.

Lack of knowledge about CRC

At the onset of the change processes, *lack of knowledge* among target groups and stakeholders – and thereby also lack of awareness of the inner meaning and *content of*

CRC – is a challenge for the change agents. In many cases, however, these challenges change when the change projects and the change agents have used training to obtain awareness among target groups and stakeholders. In many projects it is seen that this training by time often contributes to increased understanding of the connection between theory and practice and the meaning of children's rights in accordance with the three P:s. In many cases it is easier to use the three Ps, compared to use the full articles from the Convention to start with. This of course takes time but in almost all cases the activities make a difference in how the child is perceived and understood: a competent human being – as a child – participates in everyday life in his or her society.

Lack of resources (money) - Time (time required for change)

Lack of resources, money as well as other resources is a challenge for many teams. They have no money for transport, not for material or stationaries, and not for refreshments. When this ITP started, we heard the following question quite often "How do you get money for the change projects?" However, over time, we have instead heard this reaction more often "It is quite useful to see that money is not always the first priority when working on change processes. On the contrary it is really good to realize that we could make a lot of changes in our school or district without more money!" There is a lot to be done that does not require money – at least not initially. We have our human resources which can be used in efficient ways. Change agents sometimes have to explain for stakeholders that the projects are not funded and that the purpose of the change agents is not to just provide a bag of money.

A major challenge is time. All the team members are already working full time, sometimes more, and on top of that is the project. Transport also takes a lot of time specifically in cases where the project location is far away. It must also be considered that the project implementation and activities must fit in to the ordinary school work and schedule as the change agents must continue with their regular work. This is a real challenge for the change agents! But after some time it would appear – according to what we have seen – that it works in any case mostly because the change agents are highly motivated.

Lack of support - Parents and other key persons are not participating

Support by principals/headmasters and other key persons, local leaders as well as parents are crucial for the change processes of CRC. Key people at the local social level must be mobilized at an early stage. If the change project has had key people to

set the foundation for change, it will be easier to get *the support* required by different dedicated and motivated actors.

Political instability, patriarchal systems, traditional values and religious perceptions are in many cases major challenges. Children learn about their rights in school but are affronted with different norms and values at home. They learn that they have the right to be protected, but they can still experience abuse at home. Mobilizing parents, especially the fathers, is therefore essential. It is often easier to involve the mothers. Over the years we have seen several good examples of different kinds of support which have made the changes sustainable. Continuity can, however, be threatened when there is a lot of turnover and transfers of principals and other staff members.

4. Way Forward

This section will sum up the way the teams have planned for the future and for the sustainability of their change project. Future planned actions could also be organized in categories, presented and discussed below. As seen in the final reports, the country teams in batch 17 have carefully planned for the future, something that is also discussed during the mentor's visit. Below follows the categories mentioned by the teams.

Continue with support to the project

If you start a project you also create a lot of expectations. Some projects have stressed this issue and pointed at a special responsibility to continue the support to schools and to students and teachers.

Continue with training

Most of the final reports explain the need for more workshops, training, follow-up seminars and campaigns as to the target group/s. Since the change projects have now just been initiated, most teams have not yet implemented everything that they initially planned to implement. Capacity building is the most effective way to gain understanding and change attitudes, but as mentioned before it takes time. In many cases the teams during the monitoring realizes this issue and start planning for more training sessions.

Develop material

In order to obtain sustainable change projects, different materials are essential. You have to leave something behind. Over time, training and workshops can be forgotten; however the materials will still be there. Access to the materials for use in the future is also important for the teachers. In batch 17 guidelines, booklets, support materials for teachers and teacher trainers, and monitoring tools have been produced and left behind at the project sites.

Expand, scale up, and introduce new target groups and new stakeholders

There are several examples of plans to scale up the change project. Initially one or more schools/institutions have scaled up but plans clearly indicate that more schools/institutions will be included in the future. The plan is that the already trained and active persons (teachers, principals or other targeted persons) later can be used to introduce the project idea to other target group/s. This is a kind of delegation as well as capacity building and it is a very essential component of *sustainability*. There are also schools that are now connected to each other and to networks in the ongoing work with CRC.

Connect to the national network

In all of the countries in batch 17 there are already representatives who have previously participated in this programme. And in all of the countries, these former participants have *created a formal or informal network*. For the purpose of sustainability and the possibility to scale up, *the national networks* are vital partners. Most of the teams have already started to work together with the network; others are planning to start working with the national network. This is even more frequent now – and also after the Impact and Dissemination Seminars in Bangkok 2, June 2013 – when the national networks are more established and known within the educational sector in the country at stake.

Monitoring and evaluation

To make sure that the change project is developing in the right direction and that it will be sustained, *monitoring* is of utmost importance. Final reports do not often mention monitoring and evaluation as the way forward, but it is mentioned in the action plans and time plans. Evaluation for development, and not principally for

control, is a must for sustainability. It is also vital to have the follow up as *a continuous process*, which is stated in many of the reports.

5. Concluding Remarks

This is *the sixth book* published in this ITP programme. We therefore have a reason to compare the analysis and the comments presented here with that of the previous batches (12, 13, 14, 15 and 16). One difference is in the recruitment of participants. Batch 17 definitely has more participants at provincial-regional level compared to earlier batches. This has not affected the orientation of the projects and batch 17 also has most of the projects on the local school level. Batch 12 had a wider span of projects between the three levels compared to batch 13 with most of the projects only at the local level, and batch 14 projects at local and provincial-regional level. According to levels of the change projects – batch 15, batch 16 and batch 17 are rather similar.

The content and orientation of the projects have many similarities. Participation is the most frequent P of the three Ps used in the change projects *in all six batches* – and maybe participation is used as a means to also include issues of protection and provision in their projects for change. Participation represents a new view upon the child and how to work to create better conditions in schools. Participation is so far only introduced in the curricula but still not implemented. During the school visits in Sweden they also had the possibility to discuss with members of school councils, which made a serious input on the teams and which the teams took as a good example of how to implement, apply and enhance participation.

There are clearly several passionate and committed team members in batch 17 as in the other batches, who are *real change agents* and are ready to work and support their own change project for quite some time to come and also to support change projects from other teams to come. That alone fulfills the overall goal of the programme.

4. CONTACT DETAILS

For more information about the ITP on Child Rights, Classroom and School Management, please check the website

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Child Rights, Classroom and School Management, Batch 17, 2012b

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 17 with change agents from Cambodia, China, Colombia, Egypt, Indonesia, Namibia, Tanzania, Uganda and Viet Nam.

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