



REPUBLIC OF NAMIBIA
MINISTRY OF EDUCATION
KAVANGO REGIONAL OFFICE

**Programme
Child Rights, Classroom and School Management**

**Project Title
Child - Right - Based Approach to create a
conducive environment for teaching and learning
at SHAMANGORWA COMBINED School in the
Kavango Region, Namibia**

**Final Project Report
2007/8:**

By: Marthinus Hamutenya, Fillipine P. Munkanda, Imelda Kandjimi

Table of contents

- 1. Local background to the project: Context**
- 2. Aims and objectives**
- 3. Implementation of the project**
 - 4.1. Defining the Task, Target group(s) and Limitations**
 - 4.2. Profile of the school**
 - 4.3. Rationale**
 - 4.4. Strategic considerations**
 - 4.5. Expected outcomes: short term Objectives**
- 4. Choice of Methods – How we implemented the Project**
- 5. Work Plan and a Time Table**
- 6. Pilot projects**
- 7. Full Implementation process**
 - 7.1.1. Phase 1: Training on CRC**
 - 7.1.2. Consolidation meetings**
 - 7.1.3. Identification of projects**
- 8. Phase 2. Implementation of pilot projects**
 - 8.1. Further training of all staff members at the school in the CRC, with special emphases to alternatives to corporal punishment.**
 - 8.2. The Child Rights week project for the learners at the school.**
- 9. Evaluation of the Project**
- 10. Challenges, Reflections and Future plans**
- 11. Conclusions**
- 12. Reference**
- 13. Appendix.**
 - 13.1. Evaluation Instruments e.g. Questionnaires, interviews**
 - 13.2. Programme for Convention on the Rights of Children Week**
 - 13.3. CHILD RIGHTS (CRC) TRAINING PROGRAM: Shamangorwa Combined School**
- 14. Photo galleries**

1. Local background to the project: Context

The Namibian constitution provides the legal framework to make sure that human rights are protected and valued. It also makes provision for compulsory and free education for children under the age of 16 years.

The education system in Namibia is divided in the following phases; Pre – primary phase, primary phase, secondary phase and tertiary education (University, Colleges, technicons and Vocational Training centers.)

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

Although the Constitution directs the government to provide free primary education; however, families must pay fees for uniforms, books, hostels, and school improvements.

Until Namibia's independence, the country's education system was designed to reinforce apartheid rather than provide the necessary human resource base to promote equitable social and economic development. It was fragmented along racial and ethnic lines, with vast disparities in both the allocation of resources and the quality of education offered. Namibia's education system is based on four major goals namely; access, equity, quality and democracy.

Namibia's education system is demarcated in 13 regions alongside the political regions namely Khomas, Hardap, Karas, Erongo, Otjizondjopa, Kunene, Kavango, Oshikoto, Omaheke, Omusati, oshana, Ohangwena and Caprivi region.

This report gives an account of a project that was implemented by three staff from the Kavango Education region working as teachers and a school counselor. The three officials were selected to participate in an international programme on child rights, school and classroom management hosted by the university of Lund in Sweden, funded by SIDA.

The Kavango education region has been characterized with high degree of teenage pregnancy, school drop outs, disciplinary problems and poor academic performance among its learners in the primary and secondary education phase. These problems could increase also the probability of HIV/AIDS infection rate among children in our schools.

2. Aim and Objectives

The main aim of the project is to create awareness and develop skills through training of learners, parents and teachers on the implementation of CRC, primarily with regards to Article 28 and 29 and other relevant provisions of the Convention within the framework of Education for All and the provision of free and compulsory education as stipulated in the Namibian Constitution. This project must not be seen as the answer to all these

problems, but it is anticipated that by addressing human right issues, the project is able to contribute to the reduction of devastating impact of these problems in our schools.

It is expected that by the end of the project the following objectives will be achieved;

- Improved academic performance of participating learners,
- Decrease in school drop out among participants with specific emphases to orphans and vulnerable children,
- Change in behavior among participants towards education,
- An increase of parents/caregivers' involvement in the education of their children,
- To make children responsible citizens to be able to make informed decisions,
- To empower teachers so that they create a child friendly environment where children can freely express themselves and to consider all decisions made to be in the best interest of the child,
- Increase participation of children in decisions that concern them,

Target area: The project focused on training for the key stakeholders in a selected school in the rural area of the Kavango region.

Target groups: The project targeted one grade seven class of 50 learners with their caregivers/parents and 10 teachers from the school including the headmaster. Special preference was given to children who are orphans and vulnerable and their care - givers.

Stakeholders: Ministry of Education, Ministry of Gender Equality and Child Welfare, Ministry of Health and Social Services, Community members, NGO's, teachers and learners from Shamangorwa school not involved in the project, school board members of the school, traditional leaders.

3. Implementation of the Project

The project was implemented taking into account the following strategic considerations:

- ***Start small and grow....***

It is based on the notion that it is better to start small so that the project is manageable and more effective in terms of coordination and resource allocation. With this in mind the project focused on one school with a small number of selected group of learners.

- ***One step at a time...***

This is a very important consideration due to the fact that projects generally have spin off and phases that need to be considered.

- ***Flexibility.....***

Like with most interventions of this nature, the project implementation considered flexibility of the project in terms of its duration, participants and its content.

- ***Sustainability.....***

A very important aspect to be considered in the implementation of a project such as this one is what will happen after the project has come to an end. This has an effect on who is to participate in the project, resources needed for the implementation of the project

and how to address the spin off of the project. In this case, the involvement of the education management at both regional and school level as well as national level.

Profile of the school

The project is implemented in one of the schools in the Kavango region. The region is situated in the north eastern part of the country and borders with Angola in the north and Botswana in the east. The region is divided in 9 circuits and 54 clusters. It has a learner population of over 72 000 learners in 327 schools.

The project was limited to 40 grade 7 learners, their parents and their teachers, however due to the set up of the environment under which the project is implemented, learners from other grades and other schools could also benefit from the project. This is also important due to limited resources both human and otherwise.

The total number of orphans in the school stood at 193 of which 85 were girls and 108 boys. Nineteen (19) of these orphans were in grade seven (7) and were directly involved in the training. Some statistics revealed that a lot of children are not attending school due to multiple reasons. These reasons include poverty, lack of knowledge, cultural background and ignorance from both parents and children.

This school was selected because it is a rural area; most parents are not educated and have deep cultural practices. Also the fact that grade 7 learners has the potential to stay longer at the school up until they reach grade 10 or 11 or even 12 if the school is upgraded. Monitoring would be easier as one of us is a member of the school.

4. Choice of Methods

Phase 1

- ✓ Training of learners, teachers and parents on the provisions of the CRC in general.
- ✓ Identification of projects for change.

Phase 2

- ✓ The development and implementation of a project or projects identified by the participants with the help of the trainers. These are projects that came about as a result of the training that was provided during the first phase of the project.

5 Expected outcomes: Short and long term.

By the end this training it is expected that:

Learners will;

- develop positive attitude towards education,
- develop a sense of respect for human dignity,
- And develop a sense of responsibility towards their own development and to participate meaningfully in decision that concerns them,

Parents will;

- Develop understanding of their own responsibility towards education at home and at school,

- Support their children and school in creating a conducive atmosphere for learning and teaching,
- To involve and educate other parents on their role and responsibilities towards the rights of children to education and to be protected from harmful practices.

Teachers:

- as key stakeholders will increase their knowledge and understanding on the convention of the CRC,

Will include and practice the provision of CRC in their professional day to day tasks of educating learners to become responsible citizens that respect human rights.

5. Full implementation of the Project

5.1. Phase 1: Training on the CRC

This phase involved the training of learners, teachers and parents on the legal provisions of the CRC in general and other domestic legal instruments. It included the following aspects:

Human rights legal framework

- ✓ National legal framework
- ✓ Continental legal frame work (African Charter)
- ✓ International frameworks (CRC)

Provisions of the CRC

- ✓ General measures of implementation
- ✓ Definition of the child
- ✓ General principles
- ✓ Civil rights and freedom
- ✓ Family environment and alternative care
- ✓ Basic health and welfare
- ✓ Education, leisure and cultural activities
- ✓ Special protection measures
- ✓

Classification of articles

- ✓ General measures of implementation (article 4, 41, 42, 44.6)
- ✓ Definition of the child (article 1)
- ✓ General principles (article 2, 3, 6, 12)
- ✓ Civil rights and freedom (article 7, 8, 13 – 17, 37)
- ✓ Family environment and alternative care (article 5, 9, - 11, 18 – 21)
- ✓ Basic health and welfare (article 6, 23 – 24, 26 – 27)
- ✓ Education, leisure and cultural activities (article 28, 29, 31)
- ✓ Special protection measures (article 22, 23, 30, 32 – 40)

It's worth indicating that during the training of parents special emphases was placed on the responsibilities of the parents supported by the state in terms of protection children's rights, provision of resources to children and participation of children in decision making process that concerns them.

Identification of responsibilities

In understanding the implication of these legal instruments in terms of the roles and responsibilities, participants were requested to identify their own responsibilities towards the fulfillment of the rights of children as contemplated in the CRC.

- The relationship of parents, the State and children
- Parents responsibilities assisted by the state
- Teacher's responsibilities towards the child rights to education
- Children's responsibilities

Children identified the following as their responsibilities:

- **Article 28:**
 - Study hard
 - Take care of themselves (prevent infections –HIV- and teenage pregnancy)
 - Participate in education by doing their school and home work.
 - Stay away or abstain from alcohol and drug usage and drug abuse
 - To have a goal in life and work hard towards fulfilling that goal (e.g. career)
 - Become good and responsible citizens
 - Obey the rules and regulations at the school.
- **Article 37:**
 - Be self discipline
 - Make people aware of your rights
 - Avoid problems where possible

In response to these responsibilities children indicated that the following are the order of the day and need serious redress if children's rights are to be realized.

- The use of corporal punishment at school,
- lack of basic needs i.e. food, clothing (including school uniform)
- a lack of moral support from the teachers and parents
- Indiscipline among children themselves.

In view of the current status quo, children recommended the following actions to be taken in an effort to realize the aspirations of the CRC.

- Helping other children know their rights,
- Meet with the Learners Representative Council(LRC) and brief,
- Meet with the school board members
- Meeting with the school management and other teachers
- Lastly they wanted to introduce CRC week which is something new at school as their project.

Parents were of the opinion that the following are their responsibilities:

- To pay school development fund
- Teach children to have good behaviors at home and at school
- No allowing children not to smoke, use alcohol, moving around during the night, fighting and stealing
- To teach children the word of God
- Encourage and support children to go to school.
- Give children time to study and do their homework

- ✓ Provide food to our children
- ✓ Clean his clothes/school uniform
- ✓ To visit school to see what the child is doing in school

In response to the views of children, parents indicated the following as some of the challenges that children are facing;

- ✓ Misusing their rights and that most of them are out of control.
- ✓ No respect for parents, teachers or any elderly person in the community.
- ✓ Not sleeping in their homes, even during school days which they need to rest more.
- ✓ Not serious with their education

Teachers indicated the following in terms of their own responsibilities:

- ✓ Teachers felt that it was difficult to live by the provisions of the Convention.
- ✓ Question like; why was the Convention not introduced to every one?
- ✓ Who is responsible to do it?
- ✓ They felt that learners need to be beaten to enforce discipline.
- ✓ Others had accepted that as teacher they could have been the reason why learners are misbehaving in different ways.

5.2. Consolidation meeting

After separate training sessions teachers, parents and children were brought together to consolidate ideas and look for the way forward. The following came out of the meeting:

- ✓ The teachers say that there is a slight change in learners behavior.
- ✓ Some parents said the same but others said that their children did not change yet.
- ✓ Learners gave compliance that some teachers were saying that they could still impose corporal punishment.

During the consolidation meeting participants identified and recommended the following projects to be implemented by them to facilitate change in their school. These projects are a direct consequence of the training provided to parents, children and staff of the school (Teachers).

Projects

- to erect a structure at the school so that they could re - introduce the school feeding project
- The second suggestion was start a sewing project for school uniforms and other materials.
- The Child Rights week project for the learners at the school.
- Further training of teachers in children's rights and alternative to corporal punishment.

During the evaluation process of the project implementation a number of challenges and opportunities were identified by trainers. These were also recommendations that came out of a meeting with regional management held with the change agents to update them on the progress of the project. These recommendations were also echoed by other change agents during the meeting in Arusha, Tanzania. These challenges include the following:

- ✓ Lack of management involvement during training.

- ✓ A need for in - depth training for all the parties.
- ✓ Financial support for projects that might require funds.
- ✓ Support from various stakeholders
- ✓ Further training of all staff members at the school in the CRC, with special emphases to alternatives to corporal punishment.

6. Phase two: Implementation of activities (projects) suggested by participants

Phase two involved the development and implementation of a project or projects identified by the participants during phase one. Out of the above mentioned projects only the following two projects were implemented as part of phase two;

- ✓ Further training of all staff members at the school in the CRC, with special emphases to alternatives to corporal punishment.
- ✓ The Child Rights week project for the learners at the school.

6.1. Further training of all staff members at the school on alternatives to corporal punishment

A three - day training was arranged for staff (teachers) on a resort during the holiday. The objective of this training was, at first to introduce all staff members to the domestic and international legal instruments, such as the Namibian Constitution, the CRC and other international that protect the rights of children, and secondly to consider alternatives to corporal punishment.

The training was attendant by nine teachers from the school. None of the two management members could attend in full, although the principal attended the last day of the training.

The following aspects were covered during the training:

- An overview of legal framework for children rights both domestic and international
- The provisions of the CRC
- Corporal punishment as a disciplinary measure for Namibian schools
 - What is corporal punishment?
 - Theories of punishment.
 - What the law says:
 - The Namibian Constitution
 - The Education Act
 - International conventions
- What are the other options available for ensuring discipline at schools?

Teachers were very satisfied with the information they received and could come up with other options such as counseling in schools to address discipline in schools. It was also felt that similar training should be extended to their colleagues who could not attend and to other schools in the region.

6.2. The Child Rights week project for the learners at the school.

This project was implemented by children themselves, teachers were on hand to support and guide them. The whole week was devoted for the advocacy and awareness creation of children's rights in the school. Activities carried out included presentations, sessions on children's rights, dramas, cultural performance by learners themselves as

well as from parents and sport activities. The regional office endorsed the activities and was represented by the inspector of the schools in the circuit.

This project coincided with the visit of the mentor for the team, Mrs. Bodil Rasmussen and the programme coordinator Richard Stenelo from Sweden.

The programme of the day is attached. Some of the pictures taken during the day are also attached.

This project also concluded the active involvement of the team in the school. Follow up meetings were arranged to evaluate the project impact at school, community and individual levels. Learners committed themselves to make this event an annual event to celebrate the rights of children and to sensitize other children and parents on the rights of children.

7. Evaluation of the Pilot Project

To evaluate the impact of the pilot project, information was collected from the three groups who participated in the project namely teachers, learners and parents. A self administered questionnaire was developed for teachers, and interviews were conducted with selected children and parents, especially those who participated in the initial training.

7.1. Responses from Teachers;

- *What is the most important aspect (s) you learnt about children's rights?*

The majority of respondents indicated that children need to be respected, valued and treated with dignity. Children should be encouraged and given opportunities to participate fully in teaching and the learning process and in the decision making process on issues that concern them.

What is the least important aspect(s) you learnt about children's rights?

The majority said that there were no least important aspects they learnt on children's rights. One respondent indicated that teachers responsibilities towards the child's right to education was the least important aspect that he learnt.

- *Do you think the training helped your school to create a conducive environment for teaching and learning? Please elaborate.*

All the teachers responded that indeed it helped the school. They indicated that most children are able to fulfill their responsibility towards education, do their homework and participate in different school activities. It also has reduced school drop out. Learners and teachers alike are positive towards learning and teaching and there is mutual respect.

- *In your opinion, did the training have any impact on the learner's attitude towards education in your school? Please elaborate.*

There is definitely a positive change in both learners and teachers who attended the training. Both are more committed towards their school work. Learners are attending classes regularly and they know their responsibilities and what education means to them.

- *How did the training in children's rights influence you professionally?*

One respondent said that “this training helped me to get rid on old style or culture of seeing learners as passive and once they do bad things I beat, now that I’m aware of children’s rights I don’t do that again”. One said that ‘I’m intrinsically enhanced by the training’. They all indicated that they know now how to handle learners professionally towards their rights to education.

- *Would you recommend the same training to other schools? Why?*

All respondents said that they will recommend the training. It will help other learners, teachers and parents to know the rights of children as well as their responsibilities towards education. This needs to be part of a broader organizational strategy which is integrated into school programme to create learning opportunities.

- *Any other comments?*

One teacher indicated that “I would state that your project has a positive impact on the education of children, but this needs a careful look –at. If learners are to be given that freedom, they may misuse it and this can cause stiffed situations in the school and homes where these learners are coming from”.

The training should be given to other schools so that it saves the children of Namibia first for children’s rights and influence public opinions and support children at risk in Namibia and in the world.

7.2. Responses from children and parents

- *What is the most important aspect (s) you learnt about children’s rights?*

Most learners said that the realization of children’s rights and its value or importance towards the upbringing or growth of children. Some added that the articles in the Convention of the Rights of children and the fact that they are not alone in the struggle against violation of children’s rights. For example knowing that other children somewhere else or all over the world are crying for the stop of violence against children in schools and homes and communities.

Parents answered that the realization that children like other people have got rights and deserves to enjoy them to the fullest and also that us (parents) have got the responsibility to assist our children to fulfill and maintain the rights.

- *What is the least important aspect(s) you learnt about children’s rights?*

All children indicated that all the aspects were important.

The majority of parents said none but two from the group interviewed said that the learners supposed not to be told that they cannot be beaten because it will bring confusion and misunderstanding between learners, teachers and teachers.

- *Do you think the training helped your school to create a conducive environment for teaching and learning? Please elaborate.*

Learners: Yes of course, because most things that use to be done, especially of violating the rights of children e.g. with – holding report cards or results for the learners, beating, suspensions, scolding and usage of derogatory language to learners by teachers or vice versa, has now improved or is minimized though it has not stopped completely. At least for now both learners and teachers work together.

Parents responded that yes, at least now they know and understand their children better because as parents they also have changed their attitude and helps children to open up to them without fear of shouting or beating them.

- *In your opinion, did the training have any impact on the learner’s and parents attitude towards education in your school? Please elaborate.*

Yes, the commitment of learners is greater than that of those who were not trained and due to that their academic performance and participation in things that concerns them is higher than of the others who were not in the training.

It did for parents, because after the training including the day that children had to celebrate at school almost every parent who was part of the training came to attend to listen to their children prepared and also in the two parent meetings that were called, one last year and the other the beginning of the second trimester this year, parents came and contributed much in those meetings for the well being of their children.

One parent said "I always make time to ask my daughter about what they have learnt at school almost every day and I often come to school just to see her work or performance".

- *Would you recommend the same training to other schools? Why?*

Definitely, without doubts. Many schools especially in the remote or rural areas are abusing the rights of children because the communities and the children themselves also do not know what the government or nation expect of them. Therefore this kind of information or training should be a good platform to make people aware of the world around them and themselves.

Parents said that they would definitely recommend it to be given to others because it is very essential to everyone who have or take care of children because it helps parents to understand their children better. It will definitely help them raise their children into responsible citizens. This training also can help other parents to understand and realize the role that they play in the education and upbringing of their children.

- *Any other comments?*

Do not stop with this practice especially in our region Kavango and its remote areas where the perception of the child is seen to be different, useless and empty vessels. Always remember to do follow up on this training because people might be coping well now but with time they might change back to their old negative habits.

Parents requested the facilitators to assist them to carry out their projects that they have identified, especially the school feeding programme

8. Challenges, Reflections and Future plans

Although the implementation of the pilot project has come to an end and participants have responded positively on the training, it is still a challenge to determine the extent to which the objective of the project have been achieved.

The project was implemented with sustainability in mind; however the slow involvement of the management of the school in the actual training of staff in children's rights undermines the sustainability of the projects.

Parents have indicated that there is a need for the project facilitators to assist them further with the implementation of the remaining projects. This could be seen as a challenge and that there is still a lot to be done to make sure that the project is owned by the participants.

There is a need to further monitor the impact of the projects to see whether some of the expected results have been achieved such as the performance of the learners at the end of the year, reduction in the school drop out, attitude change of participants towards education and towards child upbringing.

There is a need to further engage management members to workout the way forward and to determine lessons learnt.

There has been a call from the regional management to expand the project to other schools in the region so that more parents, teachers and children are made aware of their own responsibilities towards the implementation of the CRC.

9. Conclusions

The implementation of this project must not be seen as an isolated event but an effort to complement other projects implemented by other change agents and other human rights organizations in Namibia on the rights of children. To this effect, plans are underway to link this project to other projects implemented by other change agents in different schools to develop a coherent programme for the region and expand it to other schools at regional level.

The regional management has been supportive in taking the issues of children's rights forward. The Kavango region is the most fortune region in Namibia to have three groups who attend this training in Sweden. A coordinated effort is needed to bring all the change agents in the region together, evaluate their different projects, consolidate their experience and work out a strategic plan that will culminate into a programme that will address the rights of children in and through education in the Kavango region. As individuals who went through the training and experience, children's rights have become integral part of our day to day functions as we do our professional duties and in our private lives.

In conclusion we wish to thank the education office in Kavango region for allowing us to participate in this very important training, the lectures at Lund University for the their knowledge and skills and support throughout the course, for Richard and Jessica for taking care of us when we were in Sweden and even before we arrived in Lund.

Last but not least, our mentor, Bodil Rasmusson, for the support, assistance, guidance and encouragement to make this project a reality.

The staff, parents, learners and management of Shamangorwa Combined School for the opportunity they presented to us to share our knowledge in this rather challenging process of learning for change.

10. References

- 10.1. Eugen Verhellen. (2006), Convention on the Rights of the Child; *Background, motivation, strategies, main themes*. Fourth Edition.
- 10.2. Gary Yukl, (2006), Leadership in Organizations, sixth Edition.
- 10.3. UNICEF, (2003), A world fit for children, *Millennium Development Goal, Special Session on children document; the Convention on the Rights of the Child*, New York.
- 10.4. UNICEF, (2002), Implementation handbook for the Convention on the Rights of the Child, Fully revised Edition.
- 10.5. Government of the Republic of Namibia, (1989), Constitution of Namibia, Windhoek, Namibia
- 10.6. Ministry of Education, (2007/8), Education Management Information System, *Education Statistics*, Namibia
- 10.7. Ministry of Education and Culture (1993), Towards Education for All: *A Development brief for Education, Culture, and Training*, Gamsberg Macmillan publishers (Pty) Ltd, Namibia

11. Appendix

- 11.1. Evaluation Instruments: Evaluation form for staff members
- 11.2. Evaluation Instruments: Evaluation form for learners and parents
- 11.3. Programme for Convention on the Rights of Children Week
- 11.4. CHILD RIGHTS (CRC) TRAINING PROGRAM: Shamangorwa Combined school
- 11.5. Work Plan and Time Table

Evaluation form for Staff

Date:

Position

Please answer the following questions to the best of your ability to assist us to evaluate the program.

1. What is the most important aspect (s) you learnt about children's rights?

.....
.....

2. What is the least important aspect(s) you learnt about children's rights?

.....
.....

3. Do you think the training helped your school to creating a conducive environment for teaching and learning? Please elaborate.

.....
.....

4. In your opinion, did the training have any impact on the learner's attitude towards education in your school? Please elaborate.

.....
.....
.....

5. How did the training in children's rights influenced you professionally?

.....
.....
.....

6. Would you recommend the same training to other schools? Why?

.....
.....
.....

7. Any other comments?

.....
.....
.....

Evaluation form for learners and parents

Date:

Status of Interviewee (Parent or Learner)

1. *What is the most important aspect (s) you learnt about children's rights?*

.....
.....

2. *What is the least important aspect(s) you learnt about children's rights?*

.....
.....

3. *Do you think the training helped your school to creating a conducive environment for teaching and learning? Please elaborate.*

.....
.....

4. *In your opinion, did the training have any impact on the learner's and parents attitude towards education in your school? Please elaborate.*

.....
.....
.....

5. Would you recommend the same training to other schools? Why?

.....
.....

6. Any other comments?

.....
.....

Programme for Convention on the Rights of Children Week: 23 – 26 June 2008

Wednesday, 25 June 2008

Session one (Management and Staff)

8h30: Arrival of guests

09h00: Meeting of guests and management

09h30: Meeting of guests and staff

Session two (Entire School)

10h00: Singing of National Anthem and Prayer

10h20: Welcoming remarks by the school Principal

10h30: Song by the school choir

10h45: Inspector of Education Mrs. S. M. Hausiku

11h15: Drama (Grade 11)

11h30: Speech by the children

11h45: Speech from Bodil Rasmusson or Richard Stenelo

12h15: Song or performance by Parents

12h45: Speech by the headman

13h15: Speech by invited guests from the Ministry of Gender Equality and Child Welfare

13h15 14h30: Lunch

14h30: Cultural performance by school group
15h00: Speech by a guest from Women and Child Protection Unit
15h30 Drama and Poems
15h45: Songs
16h00 Speech from staff
16h30: Vote of thanks (Ms. F.P. Munkanda)
16h45: Prayer

Spending a night in Mukwe (optional)

Thursday, 26 June 2008

8H30 – 11h00: Meeting with sub Committees on:

- Children Project,
- Sewing Project
- School Feeding Project
- Class visits

CHILD RIGHTS (CRC) TRAINING PROGRAM: Shamangorwa Combined School

Day one:

Welcome and Opening remarks by the school principal

Introduction of participants and facilitators

Introduction to the aims and objectives of the workshop

What are human rights? (What are child rights)?

Human rights legal framework

- National legal framework-the constitution and the liberation struggle
- Continental legal frame work-close home
- International frameworks (CRC, UDHR, CERD, ICCPT, ICESCR, CEDAW, CAT)

Human right principles

- Universality
- Indivisibility
- Inalienability
- Accountability

Over view on the provisions of the CRC with specific reference to;

- General measures of implementation (article 4, 41, 42, 44.6)
- Definition of the child (article 1)
- General principles (article 2, 3, 6, 12)
- Civil rights and freedom (article 7, 8, 13 – 17, 37)

Over view on the provisions of the CRC (continue...)

- Family environment and alternative care (article 5, 9, - 11, 18 – 21)

- Basic health and welfare (article 6, 23 – 24, 26 – 27)
- Education, leisure and cultural activities (article 28, 29, 31)
- Special protection measures (article 22, 23, 30, 32 – 40)

Closure

Day two

Recap of previous day

Four general principle of the CRC

- Best interest of child
- Survival and development
- Participation
- Non – discrimination

Child right to education

The CRC (Article, 28, 29 (1), the Namibian Constitution and the Policy of Education for All.

- Right to education
- Right in education
- Right through education

The three P's of the CRC in relation to education

- Protection (article 6, 24, 26, 28 – 29);
- Participation (article 19, 32, 36);
- Provision (article 12 – 17)

Closure

Day three

The CRC VS African Charter: the relationship of parents, the State and children

Parents responsibilities assisted by the state (discussion).

Teacher's responsibilities towards the child rights to education

Children's responsibilities

What is corporal punishment?

Theories of punishment.

What the law says.

Are there alternative options?

Evaluation and recommendations

Closure

Work Plan and a Time Table

2007

Jun	Jul	Aug.	Sept.	Oct.	Nov.	Dec
meeting with the regional management	meeting with the school management and identification of participants	Holidays	Implementation of phase one(training sessions)	Implementation of phase one(training sessions)	Implementation of phase one(training sessions)	Holidays
	meeting with the parent and learners			Submission of progress report and input from other group members	Submission of progress report and input from other group members	

2008/09

Jan.	Feb	March	April	May	June 2008 - October 2009
Evaluation of phase one	implementation of phase two	evaluation of phase two			Preparation of final report
implementation of phase two	implementation of phase two				

Photo galleries



Bodil (mentor) could be seen here with some of the parents who participated in the project during her visit to the project.



Children, parents and teachers who attend the training on the CRC provisions.

Photo Galleries



The principal of Shamangorwa Combined, Mr. Mayira, could be seen here giving his view on children's rights to his teachers.



Teachers who attend training on CRC series.



Learners in full swing expressing themselves through cultural dances and sing in full view of Bodil and the inspector of Education Mrs. Hausiku.



Parents who attended the celebrations paying tribute to the dignitaries who could be seen above (Bodil (Mentor), Mrs Hausiku (inspector), Mr. Mayira (principal) and Richard (Programme coordinator)