

Final Project Report

Project Title: Child Right Awareness Raising for Stung Treng Regional

Teacher Training Center

Country: Cambodia, Batch 12

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1 Frame of reference

Cambodia is one of the poor countries in Asia. Since the country had come through civil war for many years, poverty and human rights are the most important issues that the government has to deal with. Child Rights implementation at schools is also one of the big issues that we all have to do things about to improve it for our future generation. As a result, in 1989, the Convention on the Rights of the Child (CRC) became the first legally binding international convention to affirm human rights for all children. Since then the Convention has become the most widely ratified human rights treaty in the world. The Royal Government of Cambodia has shown a strong commitment to protecting and promoting the rights of children. In 1992, Cambodia became a party to the Convention and has ratified both of its optional protocols. Since 2001, the school enrollment has been free for every pupil from grade one to grade nine. This is to ensure all children can start school at the age of six and get basic education (grade 9) by 2015, especially children who are from poor families in the rural areas.

In May 2004, Cambodia and other countries from Southeast Asia agreed to promote and develop Child Friendly Schools as an effective way to achieve the goal of Education for All. It is essential to create school environments that nurture the well-being of every child. UNICEF has supported Child Friendly School which focuses on Child Rights at schools and helped to build up capacity among teachers at Primary schools in Cambodia.

The Child Rights Foundation, which is a local Cambodian NGO founded in 2000 has also implemented CRC in schools. The organization collaborates closely with the Ministry of Education, Youth and Sports Education (MOEYS). The Child Rights Foundation has visited all Teacher Training Colleges; RTTC (Regional Teacher Training College) and PTTC (Provincial Teacher Training College) and has been given demonstration lessons and TTC lectures for pre-service teachers and in-service teachers. They provide the TTC with free material and manuals about CRC. Additionally, Teacher Training colleges in Cambodia have one hour per week of CRC in the curriculum.

In May 2010, we were the first team ever from Cambodia to attend the Advanced International Programme on Child Rights, Classroom and School Management in Sweden. We have now become *Change Agents* of CRC for our country. Although, we are from different areas in Cambodia, we have been working together to improve CRC in our environments. Ngoun Phally is the director of Provincial Teacher Training College (PTTC) in Kampong Thom Province, Vann Rommny is a teacher trainer of Regional Teacher Training Center (RTTC) in Stung Treng and Seng Sopheak is a teacher at Pochentong Junior High School in Phnom Penh.

Our project site is in Stung Treng City at the Regional Teacher Training Center (RTTC). We would like to focus on all three Ps; provision, protection and participation as general knowledge to all teachers and teacher trainees. Our main target group is the teacher trainees, but we do involve the teacher trainers in our project and will try to raise awareness and focus on their important role as role-models for the teacher trainees.

2 Purpose

There are many problems to deal with at RTTC and there are many things which need to be changed. RTTC is located in Stung Treng Province in Northeast Cambodia. Students at RTTC are from three different provinces; Stung Treng, Rattanakiri and Mondulakiri Provinces.

Some of them are from ethnic minority groups in remote areas. People in these provinces are not living in good condition because of poverty. They are less educated and the communities do not understand the value of education. Besides, there is bullying at schools in these areas and teachers still use corporal punishment towards their pupils.

The living conditions for the teacher trainees at the college are poor. They struggle to have enough food to eat and comfort to study, rest and sleep. Even at RTTC is corporal punishment a problem. Thus, the project of CRC is being set up at RTTC to improve awareness among teacher trainees on the three Ps. The purpose is to change the teaching and learning processes towards a child friendly way. We do hope that this kind of thinking in the future will change attitudes in local schools and in the communities and in pupils 'homes in remote areas.

To be able to make a difference we have formulate two intended outputs; one for the teacher trainers of RTTC; we want them to change their behavior with the trainees by using CRC within their lessons. And one for the teacher trainees; we want them to apply CRC during school practice.

During this implementation we do hope to see some indicators which will give us an understanding that we are in the right track. We do hope that the trainees are free to express their ideas and also their complaints and that they are more motivated to join in classroom and as well as school activities. Finally we want to see that the teachers and principals at the practice schools notice changes in trainee's knowledge of CRC. These are indicators for short term.

As for long term, we have written down three intended outcomes:

- The Curriculum of RTTC will give more time for CRC.
- The communities in the region and parents have awareness of CRC.
- Trainees use CRC with their future pupils in local schools.

If this comes true we do hope to see some indicators as for example; pupils come to school regularly and fewer classes will be repeated, less drop-outs and parent in the communities stop hitting their children.

3 Activities

During the course in Sweden, we made our project plan about Child Rights to be implemented in our home country. The project was introduced from June to October 2010 in three different places within the country; in Phnom Penh at Pochentong Junior High School where Sopheak is working, in Kampong Thom Province at the Provincial Teacher Training College where Phally is working and finally in Stung Treng at Regional Teacher Training Center in Stung Treng Province where Rommney is working. We have mainly used activities as meeting, workshops and lectures.

Even though our main target group is teacher trainees at Regional Teacher Training Center in Stung Treng Province we started to introduce the concept of CRC at our ordinary workplaces. The last activity in the introduction was held at RTTC in Stung Treng by all of us, and that is also where our project continues with more activities.

After the introduction we achieved as following:

No.	Activities	Achievement	Remarks
1	Use CRC in lessons by giving more chance to students to share their ideas and always encouraged them to talk.	<ul style="list-style-type: none"> ✚ Students feel more confident and satisfied with lessons. ✚ Students are pleased to study. ✚ The teacher can easily manage the classroom. ✚ Teaching is more effective. 	The activities were done by Sopheak at Pochentong Junior High School, in Phnom Penh.
2	Held a meeting with Student Councils to share CRC and got them to share their thoughts about their rights.	<ul style="list-style-type: none"> ✚ CRC was shared to student councils so that they know more about their rights and they can also share them to friends. ✚ Respects and non-discrimination of Swedish pupils was shared to students to apply for their daily lives with friends. 	
3	Met and informed the Director of Stung Treng Regional Teacher Training Center of the CRC project which was planned in Sweden.	<ul style="list-style-type: none"> ✚ Met and discussed with the director on CRC to be applied with lessons. ✚ More time of CRC in the schedule was suggested and considered by the director to request to the Provincial Department of Education. ✚ A meeting with other staff and colleagues about CRC was approved 	Rommny was responsible for the meeting at RTTC in Stung Treng Province.
4	Held a meeting with others staff and management team at Stung Treng Regional Teacher Training Center of the CRC project which has chosen the RTTC as its project site.	<ul style="list-style-type: none"> ✚ CRC concept from Sweden was reported to meeting members. ✚ CRC on participation was shared to colleagues during meeting. ✚ Letter box was approved to create so that teacher trainees can share their ideas concerning teachers' behavior towards students. 	Rommny was responsible for the meeting at RTTC in Stung Treng Province.
5	Integrate CRC and other important child-related issues to the teacher trainers to create awareness on human rights as well as child rights:	<ul style="list-style-type: none"> ✚ Teacher trainers aware of CRC, child-friendly policy and child rights. ✚ The teachers strive to raise awareness of an ever-expanding 	Phally implemented these activities at PTTC,

	<ul style="list-style-type: none"> ☛ Provide to all teachers to understanding CRC. ☛ Get teachers fully understanding child-friendly policy. ☛ Provide possibilities to all involved teacher trainers to implement the four rights of the child in the school and in community like: <ul style="list-style-type: none"> ○ the right to survival ○ the right to protection ○ the right to development ○ the right to participation 	<p>the student teachers' way of learning about a wide assortment of issues that are essential to their well-being including their four rights and responsibilities.</p> <ul style="list-style-type: none"> ✚ A common understanding among teachers about their roles and duties for promoting positive discipline in school. 	<p>Kampong Thom Province</p>
<p>6</p>	<p>Train teacher trainees at Stung Treng Regional Teacher Training Center on Child Right Convention in Stung Treng Province.</p>	<p>Three topics of CRC were presented during the training:</p> <ul style="list-style-type: none"> ○ <i>What is a child? Relationship of 3Ps (Provision, Protection and Participation)</i> ○ <i>Importance of using CRC at school.</i> ○ <i>The impacts of corporal punishment.</i> <p>-165 teacher trainees participated in the training.</p> <p>-Participants were divided into groups of different areas. The participants discussed about the situation of the children in the places where they live and then they presented the results of their groups.</p> <p>-Participants shared their ideas regarding CRC at schools.</p> <p>-The participants discussed as a whole group and found the impacts of corporal punishment.</p> <p>-Some of the participants shared their positive thoughts on the training and will apply it with their pupils when they have become teachers.</p> <p>-Four participants who feel happy with the training course were quoted that they have gained their knowledge about CRC and will share it to their communities.</p>	<p>The training was organized and facilitated by the three of us: Sopheak, Rommny and Phally.</p>

Detail of main activities at RTTC

Introduction to the CRC project

After the training course in Sweden, the first meeting was held on 14 July 2010 at RTTC participated by all RTTC staff as requested by Rommny. The purpose of the meeting was to share the awareness of CRC and the concept of using CRC at Swedish schools to the trainers. During the meeting Rommny showed the participants the project developed in Sweden during the course. She also requested the director:

- to add more hour of CRC in the curriculum
- to organize training on CRC awareness to the trainees
- to organize trainers on children's participation
- to create a letter box

The director approved only on the first and second request at the time as he needed time to make decision on the other requests.

Letter box, a possibility for the trainees to freely express themselves

On 15th July 2010, there was another meeting to approve on requested letter box creation, but the request of adding more time of CRC in the curriculum was out off his hand that the request needs to be approved by the Ministry of Education.

During meeting, the participants mainly discussed on the letter box as following:

- Who is in charge of opening the box
- When to open the box
- How to deal with problems in the letters

Training on CRC awareness raising at RTTC

On 29th July 2010, a short training provided by Rommny to the teacher trainers on children's participation. Representative from Volunteer service overseas (VSO) was also attending the training. She is working with teacher trainers, teacher trainees and teachers from the 6 practice schools as their adviser in questions regarding education.

For the period of the training, Rommny asked the teacher trainers to imagine the time when they were children and what they were asked to do. Then a group discussion formed to discuss on "Why children's participation?" They also discussed the advantages of children's participation on society.

On 19th October 2010, another training was held at Stung Treng Regional Teacher Training Center for teacher trainees, which participated by 165 trainees from three provinces (Stung Treng, Rattanakiri and Mondulakiri). The training was organized by the Change Agents batch 12.

"What is a child and the relationship of 3Ps?"

The objectives of the presentation:

- Awareness raising on Child Right for the trainees
- Understanding of 3Ps (Provision, Protection and Participation) for the trainees



After the introduction, the participants were asked find out the meanings of "Child" and then discuss in groups of different provinces about the real situation of children in their areas that they see every day. Then they reported their result from the discussion. The situation of the children they presented seemed to be the same even they were in different areas in the

country. The participants also felt sympathetic about those children while discussion and reporting. Afterward, the 3Ps of the children was presented, including the relationship to the 3Ps.

During the process of the presentation, there were many question raised concerning the rights of the children, especially the children's participation since it was quite new for Cambodian concept. The participants seemed to be confusing at first with the 3Ps, but they felt clear at the end of the presentation.

“Importance of using CRC at school”

Before going to the main point, Phally introduced herself and the objectives of the presentation.

The objectives of the presentation are:

- Improving the understanding of CRC with teacher trainees and teacher trainers
- Reducing corporal punishment at school
- Developing children's participation at school



After the introduction, she asked the trainees what the main child rights are. The trainees raised different answers for the child rights. Then she showed the experience of CRC implementation at the Teacher Training College in Kampong Thom to the trainees. She also demonstrated the main activities of teacher trainers for effectiveness of CRC implementation.

The main activities are:

- Disseminating CRC awareness among the trainees and teachers at schools
- Mainstreaming of not using corporal punishment at schools
- Participation of children at schools
- Teaching CRC by using child center
- Monitor and evaluate teachers and students' knowledge

The indicators of the activities above are:

- Trainers and teachers at schools have awareness of using CRC at school
- Teachers and trainers are more patient in teaching their students
- Pupils feel confident to show their interest and opinions
- Effectiveness of using CRC at schools

“Types and impact of punishments”



First, she asked the trainees to elicit the types, meanings and forms of punishments. The trainees raised different answers and then she showed the proper answers and got the trainees to compare their answers.

The types of punishments are:

- corporal punishment: hitting, kicking, forcing to work hard, using tools
- mental punishment: bullying, careless

Then she got the trainees to discuss on the impact of the corporal and mental punishment as in small

groups. After the discussion, they reported their result for the workshop. Rommny gave conclusion of the result of each group after the reports, afterward she asked the trainees if there are punishments in teaching and learning whether the pupils participates in the activities of the lessons and schools. And what should we do to get pupils to be involved in the lessons as well as schools activities. The answers from the trainees are teaching without punishment, but encouragement is important for the pupils to be involved.

Mentor's visit

2nd March 2011-7th March 2011 (appendix 1)

On the 4th of March we had arranged a meeting at the RTTC with the Deputy Director, teacher trainers, VSO staff and the next three change agents for batch 14. The Deputy Head opened the meeting and gave background information from 1984 and forward. He described the Curriculum and pointed out CRC and Inclusive Education. We presented an overview of the international training programme, the progress report and the Cambodian power point presentation that was showed in Uganda at the following up seminar. Then we had a discussion about corporal punishment that involved everyone.



The next day we had a meeting with eleven teacher trainers and the three change agents of batch 14 at RTTC. The purpose was to have a second workshop with the teacher trainers on the content that the teacher trainees already have had. Sopheak started with “What is a child?” Phally followed with the importance to use CRC in schools and especially at teacher training collages. Mr. Chhon (batch 14) gave a short speech about participation. Our mentor led a discussion about corporal punishment.

In the afternoon we had a workshop with 160 teacher trainees from first grade at RTTC. It was arranged by Rommny, Phally, Sopheak and Mr. Chhon. Rommney started with a vivid lesson about the importance of CRC. Then Sopheak talked about corporal punishment and positive discipline. Mr. Chhon talked about participation. These teacher trainees are in first grade and haven't encountered the concept that often yet. The last activity was to form groups of students and let them suggest different ways to use CRC in classroom management.

On 7th of March we visited the practice schools of RTTC; Krompreah Primary School and Aknuwat Primary School. We followed the lessons held by both teacher trainees and ordinary teachers. The visits included meetings with the headmasters. Both schools had established an organization with school and class organization including pupils, parents and teachers. All the teachers at Anuk Wat Primary school have been trained by Child Rights Foundation, the local NGO located in Phnom Pehn.

4 Results

After the training of teacher trainees held in July quoted some trainees about their feelings of the training and what they will do with their pupils once they become a teacher.



“...I feel very interested in the CRC. Since became a teacher trainee I understand the child rights and when I become a teacher in the future, I will not use any punishment which might hurt my students because it makes them feel frightened and ashamed. It also makes them stop coming to school and not participate in any activities. I will not condemn my students what they do wrong, but will encourage and praise them to do the right things. I will also share the concepts of child rights to my communities and parents who know less about it...”

“...This training is very important to me. Because it makes me understand more about child rights and what children should have. When I become a teacher, I will disseminate the CRC to communities and parents so that they will understand more about their children's rights...”



“...After this training, I have gained more knowledge about child rights and understand the value of it. When I become a teacher, I will not use corporal punishment with my pupils and I will also disseminate the value of child rights to people in my community so that they stop abusing and neglecting their children...”

During the term of the project which implemented in three different areas, we have managed to finish the activities of our project plan. Based on the communication with the school principles where the teacher trainees practice their teaching, the teacher trainees have understood and use CRC in their lessons by encouraging their pupils to do things instead of punishment. The trainees perform well and are able to give good examples of CRC management. Headmaster of Anuk Wat Primary school has pointed out that he was surprised how well educated on CRC this year of teacher trainees were. Further observation, there is no corporal punishment at RTTC since the letter box was created, but there is still some bullying used by some teachers.

5 Discussion and reflections

Even we have managed to implement the activities of our project; we still have some challenges which were observed during the project implementation as it is the first project for Cambodian team. We have some following challenges:

- ❖ A few of teacher trainers are still use old methodology in teaching, teacher-centered
- ❖ Families and communities have not yet participated
- ❖ Some teacher trainers change the attitude and behavior slowly
- ❖ The RTTC leaders less participate in the problem solving with letters from the letter box
- ❖ The change agents have not enough authority to get the leaders to be involved in the implementing CRC and dealing with the problems in the letter from the letter box
- ❖ Students do not feel confident with their problem solving from the school leaders

6 Way forward

On 13th August 2011, meeting with batch 14 at RTTC to discuss on the project of batch 14, progress report and presentation be developed for the following workshop in Malawi, October 2011. Participants of the meeting where:

- Seng Sopheak, CRC Change Agent batch 12
- Vann Rommny, CRC Change Agent batch 12
- Chhon Chheang, CRC Change Agent14
- Suey Vongsy, CRC Change Agent14
- Vann Bopharam, CRC Change Agent14

During the meeting that morning, batch 14 reported their activities in the project and then discussed on what to be input for the presentation in Malawi. Regarding the preparation of the presentation for the workshop, Sopheak suggested using what batch 12 had already done at RTTC such as the outcomes of letter box to put as a result of batch 12 since we have observed that some teacher trainers have changed their behavior towards their students after the letter box created. Then they agreed on this idea.

After the discussion on the presentation, the group talked about what needs to be presented for the trainees in the afternoon.

That day on the afternoon, there was a meeting between CRC change agents batch12 and batch 14 and teacher trainees. The meeting lasted for two hours and was presented by the change agents as following:

- importance of using child right in class
- importance of formulizing student councils at RTTC
- importance to form a network of CRC Change Agents in Cambodia and network of Student Councils at Regional Teaching Training Centers

List of References

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Unicef (2006) *Manual for Child Friendly School*

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