

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 Batch 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 Jiengang 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 teaching 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 children, 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 preparing 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 children 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.

7. List of References

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Contact Information

Lei Ren, renlei.99@163.com

Xuelin Guo, greatherbo@126.com

Xiaochun Wu, wuxiaochun1011@yahoo.com.cn