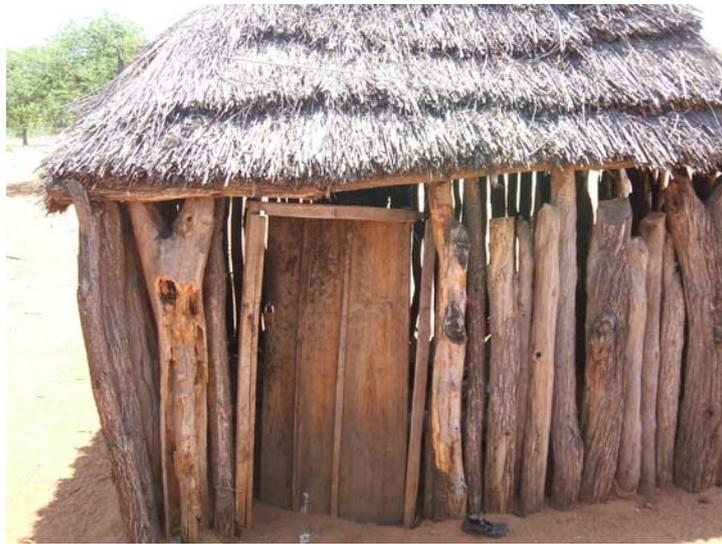


PROGRESS REPORT ON THE CHILD RIGHTS IN THE CLASSROOM AND SCHOOL MANAGEMENT 2008-2009

TITLE OF THE PROJECT:

Focusing of provision regarding Children's rights (CRC)



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THE HISTORICAL BACKGROUND OF THE COUNTRY (NAMIBIA) page 2 of 12

Namibia is situated beside the Atlantic Ocean in southern Africa, and shares borders with Angola, Zimbabwe, South Africa, Zambia and Botswana. The country gained independence from South Africa only on the 21st of March 1990 (national day). Its first president was Dr. Sam Nujoma, followed by his excellent president Hifikepunye Pohamba. Windhoek is the capital city of Namibia.

Namibia occupies an area of approximately 824 116 square kilometers. However, Namibia itself is a very small country, and it is extremely hot, since it is only receiving approximately 120 mm annual rainfall. The country has a population of 1.9 million, which is a very small population compared to some countries. Pre-independent Afrikaans and English were the then official languages, but post-independence English was officially declared as the official language to be used across the independent country. The country's economy is boosted by tourism through attractive vegetation and wildlife. The natural resources found in Namibia are: diamonds, Uranium, Livestock, Fish, Wild animals, Sea and Marine resources. However, the vast stretched desert and savannah are home to a broad biodiversity of animals such as elephants, Lions, Kudus, Zebras, Rhinos etc.

The currency used in Namibia is the dollar. It is a Republic with multi-party democracy. Politically, Namibia is the most stable and peaceful country in the sub-region. It is also a proud member of many regional and international organizations. The country made a lot of sacrifices, not to mention the vast number of people that lost their lives during the liberation struggle ("their blood, waters our freedom"). Education is the first priority since independence.

The main challenges the Namibians are facing currently are:

- HIV/AIDS
- Unemployment
- Poverty
- Flood, in some areas (e.g. Caprivi and O'4 regions)
- Drought

Resolution to the challenges

- People are motivated to go for blood tests
- The education sector in the country organizes health programmes to expose and provide its employees and families with prevention measures
- Youth programmes are introduced to alleviate poverty
- Food distributed to orphans marginalizes vulnerability in Namibia
- Food is distributed to the affected areas.

There was massive investment in education soon after independence in order to meet the main objectives for the new Republic. Plans are underway to include Pre-primary schools, as the economy improves in order to meet the millennium development goal (vision 2030). Education in Namibia is for all and it is for free. However, it is compulsory from the age 6-18 to acquire the basic skills and knowledge e.g reading, writing and understanding the social culture.

There are four levels in the Namibian education system: Primary education (grade 1-5), Junior secondary education (grade 8-10), Senior secondary education (grade 11-12) and tertiary education (college and university). Many schools in the country are run by the government through the ministry of education. However, due to limited financial sources, the government cannot meet the education demands of the people. This is why school boards as higher decision making executives have to encourage parents to contribute little amounts to schools (school development fund), for the smooth running of the those schools.

The ministry of education has a structure in order to promote efficient education delivery in the country. In Windhoek, the capital city, our education head office is run by a permanent secretary. Whereas in the remaining (13) regions, education is run by regional directors who are responsible for education services at all levels (primary, junior and senior education).

THE CHILD RIGHTS COVENTION (CRC)

Namibia is one of the eighty seven (87) countries in the world, who have adopted the CRC since 1989, and it is also one of the one hundred and ninety one countries (191), who ratified the convention on September 2nd 1990

Moreover, Namibia also ratified the convention in 1991 respectively. The government believes that we need to show respect for the dignity, quality and rights of all people, including children, to promote freedom, justice and peace.

National legal instruments were set in regards to children right convention (CRC):

- All Namibian children shall have rights of entering school at the minimum age of 6
- All Namibian children shall have the right to free education for all (EFA)
- All Namibian children shall be treated fairly with respect and dignity.
- No discrimination against children, in terms of race, gender, ethnic group or culture.
- All forms of abuse to children in Namibia shall be abolished, and severe penalties will be posted for such abuse.
- All Namibian children shall have the right for their own freedom of speech
- All Namibian children shall have the right to communicate freely and ensure the full enjoyment of their right, including democratic participation in class.

Country team; Namibia

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Title of the project: Focusing of provision regarding childrens' rights (CRC)

Rationale

Namibia is committed to the child's right convention since 1991. A number of measures were taken in respect of regulations and rules. The project is to address one of the disadvantaged schools in the region to activate pupils to practice their rights and ofcourse the key objective (rationale) behind this project is to create sense awareness amongsts our community, on the importance of creating an environment where children are safe and their different needs are met. It also aims to expose and provide education to the children, in order for them to acquire knowledge regarding their rights and responsibilities. As a change agent, we would also like to share light and discuss the condition of children in Namibia perspectively in relation to the convention on the right of children in general. After independence, education policies were formulated in consideration of the convection. However, much has not been done in regards of CRC. It seems to be due to lack of awareness (home is where the charity starts), of which this has been observed in many different ways, for example: high rate of drop-out (street kids), child domestic labour, teenage pregnancy, administration of cor-oporal punishment, by which the basic fundamental right of a child has been neglected and violated.

AIMS AND OBJECTIVES

1. To provide adequate awareness to the community, teachers, stakeholders and learners in regards of childs' rights.
2. To create an environment where children are safe and their different needs are met.
3. To promote human values such as compassion, tolorance and respect for others.
4. To strengthen ties between children and their parents, as well as learning institution to be respected and for the children to be given a say in regards to decisions that affect them.
5. To provide new oppotunities for respect of childrens' right and wealfare, which is truly universal.

A. Target area

- This project will cover a combined school in Mpungu Circuit (Tuguva).
- Community members.
- Mpungu Circuit.

B. Target group.

- learners (pupils) grade 5,7 and 10
- Teachers.
- Head teachers
- School board members
- Parents

C. Stakeholders

- Rundu Regional Office of Education
- UNICEF
- Catholic AIDS Action

main activities of the project

- Meeting the head teachers and chair persons of the school board members.
- Organizing awareness programme within the community in regards of CRC.
- To establish a CRC committee.
- Organize social evenings including pupil: teachers and community in order for the people to role play their rights.
- meeting the community.

Expected project outcomes

- The above mentioned target groups to be aware of the basic fundamental rights of children.
- The parents providing and giving space of action for childrens.
- Learners (pupil) to be aware of their rights and responsibilities.
- Teachers to be aware of pupils' rights and provide them with the necessary information regarding CRC.
- Children should be given the chance to talk about their likes and dislikes in school.
- Children to be trained in decision making
- Teachers should look at learners as their partners in school programmes
- Promote good communication between teachers and learners

Month	What	Responsible	Target	Monitoring
October 2008	Visit parent and school for permission	The 3 participant	26th	Senior advisory teacher
November 2008	Visit head teacher	The 3 participant	1st	Advisory teacher
December 2008	Visit community	The 3 participant	7th	Advisory teacher
January 2009	Visit learner	The 3 participant	25th	Advisory teacher

The activities carried out

Firstly the team has identified one of the disadvantaged school in the region (Tuguva combined). The school is situated in the far remote area in the western part of Kavango region. The area was selected to be the target of the project as it is one of the areas that need millenium intervantion by the vision 2030 so that we can inform and educate the community, teachers as well as children in regards of their rights.

How were the activities carried out

The activities were carried out during weekends acoording to our plan of action, as indicated before.

Why were the activities carried out

- 1.To motivate parents, teachers and children to take part and develop skills, understanding and attitudes in favour of the CRC.
- 2.To familiarize participants with CRC in relation to democratic principles and human rights.
- 3.To develop leadership skills and social responsilbility among young people.
- 4.To create an environment where children are safe and their different needs are met.
- 5.To change experience, inform and educate CRC among young people.

On the First of November 2008 the team began with the project implementation as indicated on our plan of action.

-We had the De- briefing of staff members in the targeted school.

-The team aslo did the Pre- assessment of the school environment including classroom conditions and resources through: Observations

- : Questionnaires
- : Oral interviews

The following problems were identified

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- High rate of dropouts.
- Sexual exploitations.
- Teenage pregnancy.
- Child labour.
- Child rights violation.
- HIV/AIDS.
- Schooldevelopment fund (SDF)
- Shelter
- Poverty
- Uniform *See appendix A*

The team managed to have De- briefing with the headman's daughter In regards to the programme. She explained that the project was introduced as an educational programme on childrens' right and our focus as change agents will be basically based on provision in regards of childrens' right and also how the project is going to be carried out. *See appendix B*

Why was the programme introduced

To share knowledge and experience about the main problems affecting children in regards of child rights convention(CRC), focusing on provision particullary their basic fundamental rights e.g. Food, clothing and shelter.

(a)Food

Some parents cannot afford to supply their children with food. 90% do not get any income. In most cases the weather contributes or determines their living style. The inhabitants depend on subsistance farming (to grow small for themselves and their families). Children go to school without having anything; because of the situation, we found ourselves the slogan (a hungry child is an angry child).

(b)Clothing

95% of this community cannot afford clothing, simply because they are not employed. Minority of them depend on elders' pension fund which is barely enough for our needs and those of our childrens'. "We make use of available resources to put bread on the table (e.g. Fish, grass and fruit to brew some traditional beer). In some cases, kids drop out from school because of stigmasation from other learners, those whom their parrents can afford many things.

(c)Shelter

Shelter is one of the problems that cause a lot of learners' dropout from schools because they do not have proper accommodations to stay in. During winter and summer, they have to suffer because they do not have proper beddings. *See appendix C*

As far as the information gathered are concerned, we organised a meeting with the school board members because they are the highest decision making board who have got the positive impact on the community to inform them about the aims and objectives of our program, as what are expected from them in regards of child's rights convention, focusing on provision in the community.

During our meeting with the board members, we exchanged knowledge and experience i.e

- Lack of awareness of basic fundamental rights in regards of provision.
- Children are encouraged to participate in different activities than just going to school.
- Board members are not provided with enough information regarding child's rights.
- They do not discuss issues that negatively affect the education of the children. See appendix attached.

Meeting with the parents

Some of the factors shared that contributes to these problems of provision were:

- Lack of knowledge as how to motivate our children in regards of their rights .
- Alcohol abuse.
- Poverty.
- No job opportunity within the vicinity.
- No enough natural resources to make a living.
- They do not believe that the fundamental right will be fully achieved.

Meeting with teachers

- The team had De- briefing with teachers to gather the information regarding child's rights as how the school incorporate the program child's right in daily life activities as well as how the programme is implemented across the curricular.

Meeting with pupils (learners)

- We use to meet with them every Saturday to explain for them their rights. During our interview pupils (learners) they tried to share with us the problems regarding child's right convention, focussing on provision and these are some of the problems that need millennium intervention.

See appendix D

Questionnaires

1. Do you get support from the government in terms of resources e.g.
 - a) Textbooks
 - b) Teachers
 - c) Stationaries
 - d) Furnitures
 - e) Water
 - f) Food

A) TEXT BOOKS

“As far as textbooks are concerned they are not enough for all [learners] because six learners have to share one textbook, which then makes it difficult for us to do our homeworks and this bring a lot of inconveniences for the work assigned to you as individuals, because you wont stick to the due-date given to you and in most cases, textbooks are deliverd very late, while the accademic years had already started. Sometimes only it is only the teachers who will have textbooks in their positions, which means you will have to write the summaries without any source of information.”

B) TEACHERS AS HUMAN RESOURCE

“Teachers are the main challenges in the region. If you do not have a teacher, you have to wait for the fifteen day statistics, while the accademic year started way long back. It affects us very much as some may have covered all the topics, or sometimes they might speed up, where explanations are not proper. Sometimes we are instructed to write our own summaries, which are very difficult for us because we are not provided with enough resources as textbooks for aech pupil [learner]”.

C) STATIONARIES

“The ministry does not provide enough stationaries; so as a result, responsibilities are shifted on our parents' shoulders, which makes learning and teaching environment difficult. Most of the parents cannot afford to provide us with the basic fundamental rights. For us, this is hampering our education and it needs milleniun intervention as far as our rights on provision are concerned”.

D) FURNITURES

“Only few chairs and desks were provided in each class so two of you have to share one chair, which is an uncomforatble situation. If you are unfortunate, you wiil have to stand for all the periods because the furniture's are not enough for everyone. The school has constructed two classes and this was done successfully but the only problem is furniture's.

E) WATER

-“We are not provided with purified situation water, which is very much dangerous to our health.”

-”We get water from the river nearby, but sometimes parents do not collect water, but instead, children will do it after school and they also cook.”

F) FOOD

-“The government is providing feeding programmes, but they just provide soft-porridge without milk or soap”.

-”The problem is that the government sometimes delay in delivering in time”.

-”Apart from the government, NGO also provide little assistance with Pep, which increases learners' attendance at school”.

-”As far as the resources mentioned above are concerned it needs milleniun intervention”.

Supprises

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- Pupils and teachers felt the gap between human rights concepts and the reality they live in.
- Lack of knowledge as how to implement the project.
- If learners know how their rights might misuse their rights over power teachers.
- Pupils were more interested to know their rights than their responsibilities.
- Lack of references and instructional materials specialized in human rights and child rights.
- No public lectures or seminars conducted.
- Parents were eager to promote greater involvement of community members in regards of provision.
- Some teachers are not willing to involve pupils decision makings

Project achievements

- CRC committee members were selected.
- The school plan included activities for child rights.
- The vision of the mission of target school emphasized the rights of the children.
- Some parents are aware as what is expected from them in regards of provision.
- The school hanged on their walls to the CRC and wall pictures and posters concentrating on child rights.
- The school began to understand the involvement of children in decision making.
- Paying attention to songs, charts and stories to change child rights culture.

The main activities for the committee elected

- To educate the community and children on articles of the CRC, focussing on provision.
- To organise meetings and seminars.
- To update the community with the statistics of the affected pupils in the community.
- To motivate pupil to celebrate National and International human rights and child rights day.
- To see to it that learners are to role play their rights at school.
- Monitoring that all the learners are fulfilling their expectations e.g. Regular school attending, home works are done, considering the individual' interest of others etc.
- Do counseling at the side of learners with unacceptable behaviors.
- Encouraging learners who are leaving school at the earlier stage.
- Monitor that learners are provided with the basic needs (food, clothing, shelter and treatment) by their parents or gardians.
- Official visiting in some homesteads.
- To have CRC weeks on their year plan.
- To have training workshops with their pupils.
- To inspire learners who are in need of the information.
- To be in co-operate in decision making to express their rights in regards of provision.
- To implement activities such as plays related to children's rights.
- To monitor if teachers implement the child's right convention.

Future plans

- Year program will be set up to visit identified schools.
- Vacation classes will be organised on child rights.
- To train school managers to observe the application of CRC through their school and class visits.
- To have a programme on coming together as a region to celebrate National and international child rights day.
- To involve stakeholders to address all the parties involved.
- To have exchange programme to share ideas on child rights convention.
- Change agents to give feedback in regards of child rights during teachers conference.
- Organize school exhibitions and conducting plays related to the child rights.
- To establish child rights clubs in schools.

Conclusion

As far as the projects that we carried out in regards of child rights convention are concerned, it really helped us to have a broad scope on rights of children as well as targeted group and area. We managed to exchange knowledge and experience with different ten countries across the globe and we were inspired by our lectures who have concrete knowledge in regards of child rights. As change agents we tried our level best to implement the project as a plan in phase1 in Sweden even though we had obstacles during the implementation of the project. During the process of the implementation of the project, we identified that learners were very much interested to know their rights than their responsibilities, which was a challenge to us as change agents. Nevertheless, teachers, learners and parents were willing to co-operate and they were eager to listen to the message brought to them in regards of child rights, focussing on provision.

In conclusion, we would like to warmly give thanks of appreciation to the government of Sweden for its effort in promoting child rights which is ofcourse an international programme supported by SIDA.

Recommendation

- SIDA to keep the programme going to train more students.
- To put measures in place as how to sustain the project in respective countries.
- SIDA to have a refresh course once a year with all the participants.
- All trained countries to have education officers (advisory services) to monitor the programme in schools.
- SIDA to train regional directors to realise the importance of the program.
- To have exchange programmes within the SADC region.

Progress Report (Namibia)

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Programme: Child rights, Classroom and School Management

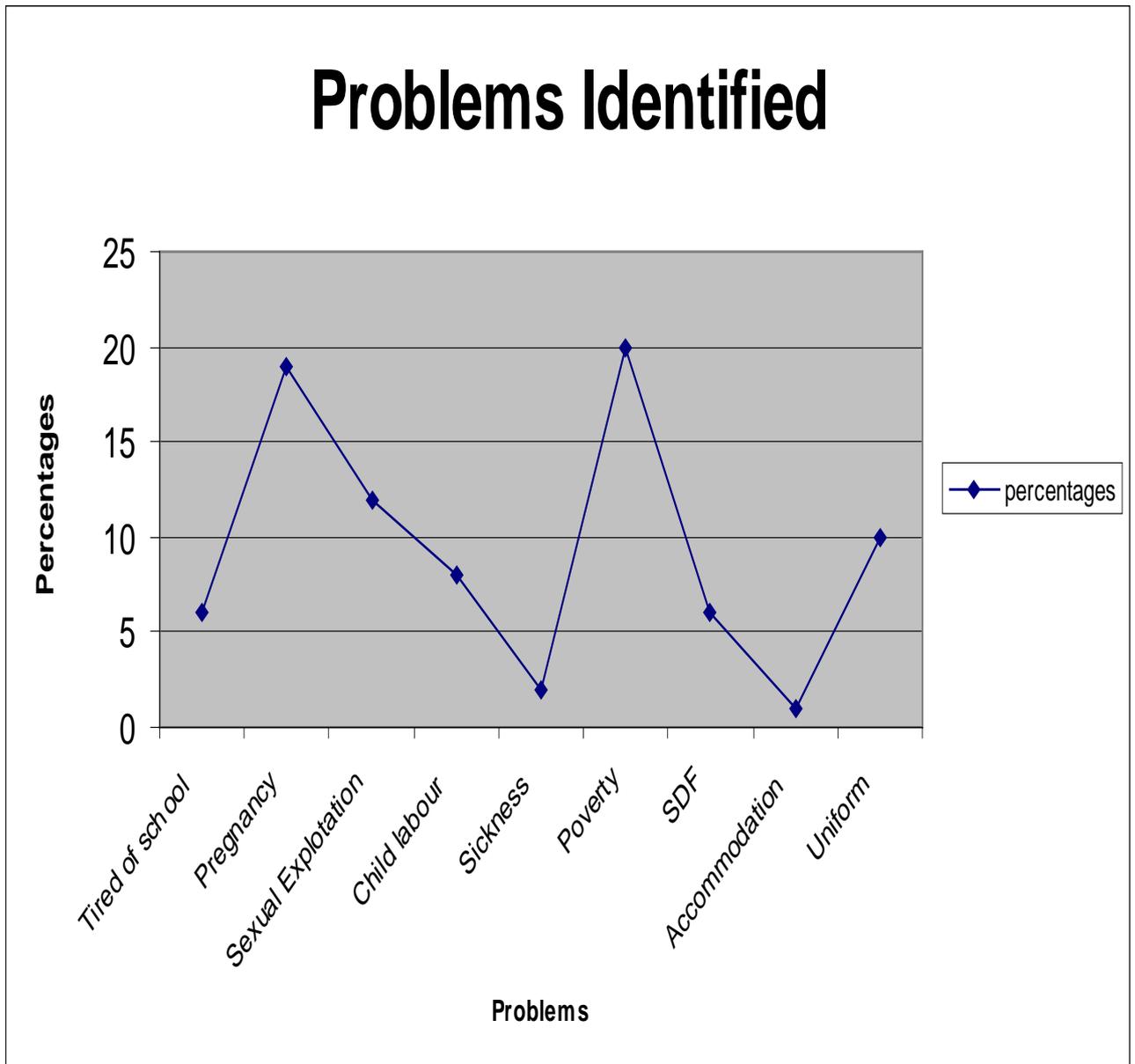
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Appendix A



Appendix B



{Headman's daughters photo [Rukano Nankali]}
During our meeting with the parent (the headman daughter) she did shed light with us and highlighted the following main problem affecting children's in regards of child's rights convention focusing on provision.

Appendix C



Traditional House

Appendix D



Meeting with learners
(pupils)

Meeting with teachers



Meeting with parents

